

**DEVELOPING PICTURE AIDED ENGLISH MATERIALS FOR THE  
FIFTH GRADE STUDENTS OF SDN PIRING, SANDEN, BANTUL  
FOR THE EVEN SEMESTER**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirements for the Attainment  
of the *Sarjana Pendidikan* Degree in English Education**



**Written by:  
Titis Kurnia Putri  
07202241047**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

**APPROVAL**

**DEVELOPING PICTURE AIDED ENGLISH MATERIALS FOR THE  
FIFTH GRADE STUDENTS OF SDN PIRING, SANDEN, BANTUL FOR  
THE EVEN SEMESTER**

A thesis



Nury/Supriyanti, M.A.  
NIP. 19590829 198812 2 001

## RATIFICATION

### DEVELOPING PICTURE AIDED ENGLISH MATERIALS FOR THE FIFTH GRADE STUDENTS OF SDN PIRING, SANDEN, BANTUL FOR THE EVEN SEMESTER



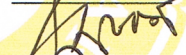

A thesis

By:


Titis Kurnia Putri  
07202241047

Accepted by the Board of Examiners of Faculty of Languages and Arts of State University of Yogyakarta on 22 August 2014 and declared to have fulfilled the requirements for the attainment of a Sarjana Pendidikan degree in English Language Education.

#### Board of Examiners

Position	Name	Signature	Date
Chairperson	Drs. Samsul Maarif, M.A.		<u>26 / 08 / 14</u>
Secretary	B. Yuniar Diyanti, M. Hum.		<u>25 / 08 / 14</u>
First Examiner	Dr. Agus Widyantoro, M.Pd.		<u>24 / 08 / 14</u>
Second Examiner	Nury Supriyanti, M.A.		<u>24 / 08 / 14</u>

Yogyakarta, August 2014  
Faculty of Language and Arts  
State University of Yogyakarta  
Dean,

  
Prof. Dr. Zamzani, M.Pd.  
NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini saya:

Nama : Titis Kurnia Putri  
NIM : 07202241047  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

Judul Sekripsi : **DEVELOPING PICTURE AIDED ENGLISH MATERIALS  
FOR THE FIFTH GRADE STUDENTS OF SDN PIRING,  
SANDEN, BANTUL FOR THE EVEN SEMESTER**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Agustus 2014

Penulis

Titis Kurnia Putri



## MOTTOS

*"One will gain nothing without making any efforts."*

*(QS. An Najm: 39)*

*"Successful indeed are the believers."*

*(QS. Al Mu'minun: 1)*

*"So, verily, with every difficulty, there is a relief."*

*(QS. Al Insyirah: 5)*

*"So remember Me, I will remember you. And be grateful to Me and do not deny Me."*

*(QS. Al Baqarah: 152)*

## **DEDICATIONS**

**This thesis is dedicated to:**

- 1. My mother, Tri Rahayu.**
- 2. My mother, Tri Rahayu.**
- 3. My mother, Tri Rahayu.**
- 4. My sister, Fatma Khoirunisa.**
- 5. My close friend, Bayu Raharja.**

## ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. I said it when I finished writing the last page of this great work. All praise is due to Allah SWT, The Only One whom all mankind depend on. I would not be able to finish this thesis without His Blessings and Miracles.

I would also like to express my gratitude and appreciation to the following people who have helped, supported, motivated, and inspired me during the process of finishing this thesis:

1. First of all, the writer would like to extend her sincerest gratitude to Nury Supriyanti, M.A., my supervisor, for the precious time, expert guidance, encouragement, and trust given.
2. The Head of English Education Department, Agus Widyantoro, M.Pd. for the unstoppable encouragement to finish the thesis.
3. Suciati, M. Ed as the material expert, for her advice and guidance.
4. All of lecturers in the English Education Department for sharing with me valuable knowledge especially in teaching English.
5. My beloved family, my mother and my sister. I am so sorry for making you wait so long for my graduation. Insya Allah I will do the best.
6. My big family, my aunts, my uncle, my niece, my nephew and other family member that I cannot mention one by one. Thanks for the support and prayers.
7. My closefriend, Bayu Raharja for his love, support, and prayers.
8. My bestfriend, Brian Harniasti for the precious experiences and never ending friendship.
9. The Principal of SDN Piring, Sanden, Bantul, Wasinem, S.Pd. and all the school members for giving permission and help during my research.
10. The English teacher of SDN Piring, Sanden, Bantul, Istik Suwardani, S.Pd. for the invaluable assistance, supports, guidance, and cooperation during my research.

11. The fifth grade students of SDN Piring, Sanden, Bantul for being nice during my research.
12. All of my friends in class C and D, Nining, Krisna, Ani, Siwi, Kristina, Tiara, Endarti, Fajar, Adi, Akbar, Ruri, Prima, Barno, Stuga, Jihan, Rara, Tika, Citra, Dika, Yuyun for filling my life with friendship and college stories.
13. My boarding house mates, Arini, Desi, Tika, Wangi, Dewi, Tika kesil, Winda, Santi, Zia and Lintang for keeping me up to write my thesis.
14. All of my friends Gardep 32, my supervisors and cashiers who have given me so much experiences.
15. All of people who have helped and supported me whom I cannot mention the names, thank you so much.

Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the elementary schools.

Yogyakarta, August 18 2014

Titis Kurnia Putri

## TABLE OF CONTENTS

APPROVAL.....	i
RATIFICATION.....	ii
MOTTOS .....	iv
DEDICATIONS .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS.....	viii
LIST OF FIGURES .....	xi
LIST OF TABLES .....	xii
LIST OF APPENDICES .....	xiii
ABSTRACT.....	xiv
CHAPTER I.....	xiv
A.    Background of the Study.....	1
B.    Identification of the Problem.....	4
C.    Limitation of the Problem .....	5
D.    Formulation of the Problem .....	6
E.    Objective of the Study.....	6
F.    Product Specifications.....	6
G.    Significance of the Study .....	8
H.    Assumptions and Limitation of the Study.....	9
CHAPTER II.....	11
A.    Theoretical Review .....	11
1.  English Teaching and Learning to Children .....	11
a.  Characteristics of Children in Language Learning .....	11
b.  Principles of English Teaching to Children.....	17
2.  Materials.....	21
a.  Materials for Children.....	21
b.  Materials Design.....	26
3.  Teaching Media.....	33
a.  Definition of Media .....	33



b.	The Importance of Media in Teaching .....	35
c.	Pictures as Media in Teaching and Learning Process.....	37
B.	Conceptual framework .....	40
CHAPTER III .....		43
A.	Type of Study .....	43
B.	Research Procedures .....	43
1.	Conducting needs analysis .....	45
2.	Writing the course grid.....	46
3.	Designing the first draft.....	46
4.	Evaluating the first draft.....	46
5.	Revising and writing the final draft.....	47
C.	Materials Design .....	47
1.	Product of the Study .....	47
2.	Respondents of the Study .....	47
3.	Data Collection and Research Instrument .....	48
4.	Data Analysis Technique .....	53
CHAPTER IV .....		56
A.	Research Findings .....	56
1.	Designing the Picture Aided English Materials .....	56
a.	The Results of the Needs Analysis .....	56
b.	The Course Grid.....	72
c.	Materials Design .....	73
1)	Designing the First Draft of the Picture Aided English Materials, Teacher's Guide and Media.....	73
2)	The Descriptions of the First Draft of the Materials .....	74
B.	Expert Judgment.....	97
1.	The Respondent's Response of Agreement .....	97
2.	The Respondent's Comments and Suggestions .....	101
C.	Product Revision .....	104
D.	The Final Draft of the Materials.....	106
E.	Limitations of the Product Development .....	106

CHAPTER V.....	107
A. Conclusions .....	107
1. The Product of This Study .....	107
2. The Characteristics of the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester .	109
3. The Development of the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester .	110
B. Suggestions.....	111
REFERENCES.....	114
APPENDICES .....	116

## LIST OF FIGURES

Figure 1: A material design model (Hutchinson and Waters, 1987: 109) .....	29
Figure 2: A framework for analyzing communicative task (Nunan, 1989:11) .....	30
Figure 3: A pathway of the production of new or adapted materials (Jolly and Bolitho in Tomlinson, 1998: 98) .....	32
Figure 4: The framework of the study.....	42
Figure 5: Model X as the course design procedures stated by Tomlinson (1998:247) .....	44
Figure 6: The model of the research procedures in this study .....	45
Figure 7: Telling the time expressions .....	78
Figure 8: Realia .....	78
Figure 9: The “What time is it?” chant .....	81
Figure 10: Realia memo .....	82
Figure 11: Arrange the memos activity.....	83
Figure 12: The dialog of asking and expressing desire.....	86
Figure 13: “Memory” game .....	89
Figure 14: Activity of matching the words with the picture .....	90
Figure 15: Example Crossword puzzle .....	91
Figure 16: “Guessing” game .....	94

## LIST OF TABLES

Table 1: The Organization of the First Questionnaire (Students' Need Analysis)	51
Table 2: The organization of the Second Questionnaire (Expert's Agreement for Material Evaluation).....	52
Table 3: Quantitative to Qualitative Data Conversion.....	55
Table 4: The Data of the Fifth Grade Students of SDN Piring .....	57
Table 5: The Result of the Students' Needs Analysis by Percentage .....	64
Table 6: The Course Grid Format .....	72
Table 7: The Outline of Designed Materials.....	76
Table 8: The Data of the Respondents .....	97
Table 9: The Mean of Each Aspect.....	98
Table 10: The Ideal Mean and the Ideal Standard Deviation.....	98
Table 11: Quantitative to Qualitative Data Conversion.....	99
Table 12: The Category of Each Aspect in the Picture Aided English Materials Based on the Second Questionnaire.....	100
Table 13: Revisions of the picture aided English materials .....	104

## LIST OF APPENDICES

Appendix 1 .....	116
Appendix 2 .....	135
Appendix 3 .....	153
Appendix 4 .....	163
Appendix 5 .....	163
Appendix 6 .....	<b>Error! Bookmark not defined.</b>



**DEVELOPING PICTURE AIDED ENGLISH MATERIALS  
FOR THE FIFTH GRADE STUDENTS OF SDN PIRING, SANDEN,  
BANTUL FOR THE EVEN SEMESTER**

**By**

**Titis Kurnia Putri**

**07202241047**

**ABSTRACT**

The objective of this study is to design picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester and to figure out the characteristics of the picture aided English materials which are suitable for the students. The materials are completed with the teacher's guide and media.

This study is a Research and Development (R and D). There were five steps in conducting the research. The steps involved conducting a needs analysis, writing a course grid, designing the first draft, evaluating the first draft by expert's judgment and revising and writing the final draft. The instruments of the research are questionnaires, interview guidelines, and observation guide. The questionnaires were analyzed quantitatively and qualitatively, whereas the data from the interviews and observations were analyzed qualitatively.

The results of the research show that the designed materials are suitable for the fifth grade students of SDN Piring and met their characteristics and needs. Based on the results of needs analysis and the evaluation towards the designed materials, it can be concluded that picture aided English materials which are appropriate for the fifth grade students of SDN Piring should have several characteristics like a) the materials accommodate the themes the students like such as daily activities, food and drink and public places and directions, b) the materials cover four English skills, c) the tasks or activities are enjoyable, interesting, and various, d) the task or activities promote the students to interact with the other students and the teacher, e) pictures become the main input of the materials, f) pictures are used as the parts of activities to help the students in learning English, g) the instructions are written in English and Indonesian, h) the student's workbook are colorful and illustrated, i) the materials are completed with the teacher's guide and interesting media for teaching.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

The Decree of Minister of Education and Culture No. 22 dated February 23, 2006, let elementary schools teach English as a local content subject to students of grade 4 up to 6. This curriculum allows the school to develop teaching and learning activities to improve the students' competence. The first aim is to increase students' intelligence, knowledge, personality, morals, and life skills. The second aim is to prepare the students to be ready at the next level of education. Therefore, the focus of the English lesson in this school is to make the students possess self-confidence to learn English and be ready for their English lesson in the Junior High School.

The students' characteristics of elementary schools are quite unique and different from adult. For examples, commonly students easily get bored when they learn a language in class, they like playing, they learn more slowly and forget things quickly, etc. Commonly, students of elementary school are young learners who need comprehensible inputs and opportunities to interact with each other. Also, they need rich inputs, various activities or tasks to keep their motivation on learning the language. In addition, Scott and Ytreberg (2004:5) states that to teach English to children, words are not enough. They need objects and pictures (media) to work with. A teacher who is sensible to those situations should has the idea and creativity in preparing the materials to be delivered in the teaching learning

process. The materials themselves must be appropriate to the school and the students' conditions. Therefore, the significance of learning materials in the teaching learning process must be taken seriously. It is because learning materials are the source of language items used by the teacher to help the students to learn the language. Learning materials for young learners should meet their needs, interest and characteristics.

There are many factors that influence the success of the students' learning English. One of them is media. Media are important because they facilitate learning. They are used not only for learning resources but also improving the students' interest. When the students have interest in learning, they will be intrinsically motivated to learn English. Picture is one of those media. In the teaching and learning process, pictures are considered as helpful and powerful types of media. Pictures have many advantages for teachers and students. They can support learning and attract the students' interest. According to Wright (2006: 128) pictures are used to motivate the students to speak or to write, to give to the student's understanding of the new language context, and to demonstrate understanding. Miller (2007:3) also states that pictures connect spoken and printed words to know objects. Learning second language in the classroom will be more successful by engaging multiple senses like sound, sight and touch. Besides their function as tools to communicate information, pictures are fun and interesting. In addition, the use of pictures is related to the characteristic of young learners who commonly feel interested in something with attractive shapes and colors. In fact, pictures are the cheapest and most readily available of all learning

materials. Teachers can find many pictures around them because many of them are free which means that we do not have to pay to get them. The pictures are not only in black or white but they can be colorful. Therefore, teacher should select pictures that can stimulate students' emotion and their interest.

However, based on the classroom observation and the interview with the English teacher of the school, there is often a mismatch between what policies claim to promote and classroom reality. There was still a problem in the English teaching learning processes of SDN Piring, Sanden, Bantul who made the students bored and seemed reluctant to participate in the English lesson. The problem was related to the available media in the English teaching and learning activity. The students liked learning English using pictures but this school had limited available pictures. Since their LKS as their main resources did not help in the learning process, the teacher should prepare the material and drew some pictures on the blackboard when she wanted to present the material. This condition caused some problems. The students felt bored and they looked uninterested in learning English. They tended to do activities that were not related to the subject. The class became so noisy. Moreover, the students will easily forget the material if they only learn by something on the blackboard and worksheets.

Considering the problems above, the researcher conclude that it is important to develop picture aided English materials in teaching and learning process of the fifth grade of the SDN Piring, Sanden, Bantul. It is also important for the teacher to have ready-use pictures in the teaching and learning process. It helps the teacher explain the materials easily. It is also aimed at providing

enjoyable activities to encourage the students' motivation and students' interest to the English lesson.

## **B. Identification of the Problem**

From the classroom observation and interview with the English teacher, the researcher found that there were some problems in the teaching-learning process. The researcher identified the existing problems and classified them into three groups.

The first was related to the learning input. Learning input play an important role in teaching and learning process because they contain material that will be taught. It is important for teacher to provide the students with suitable learning media. One of them is in the form of pictures. The use of pictures in the classroom facilitates the students in learning and can motivate students to learn English. However the school had lack of ready to use teaching media. There were some posters and flashcards but those media were not suitable to support the English lesson for fifth grade. The teacher had difficulty in presenting the material to the students since the teacher should write down or draw the materials on the blackboard. This condition caused the time could not be managed well.

The second problem was related to the students. Related to the number of the students, there were more boys than the girls. They boys were very active. In addition, the students also hardly experienced fun in the English learning because there were lack of variations and teaching aids to help the students learn and make them interested in learning process. At this point, the children were not provided



with activities and media that engaged them in some communicative activities. This condition made the students bored and they seemed reluctant to participate in the English lesson activity. Some of them were busy with their own activity that were not related to the subject.

The last problem was related to the learning sources. The students only had LKS as their learning sources. They did not have any course book. The LKS were not too appropriate with the young learner characteristics. Most of the materials were not interesting to the students. There were very few opportunities for the students to use the language communicatively through the units offered by the LKS. There was almost no task or activity in which the students could get chance to use English to communicate with others. Moreover, most of the materials were just like materials for adult learners. The students were demanded to memorize or learn the abstract rules of the language then did the exercises related to the materials they have learnt. However, the use of LKS could not help both the teacher and the students in the English teaching and learning process.

### **C. Limitation of the Problem**

It is required that the researcher put attention on the certain aspects in this research study so that the researcher can focus on the problem and reach the research objective accurately. From the problem identification above, the present study limits the scope of the research that is related to the developing picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester. It covers three units which are chosen based on the students' preferences and needs.

There are two reasons why this study is limited to this problem. The first is because there are no appropriate materials in English teaching learning process of the fifth grade of SDN Piring. So the development of appropriate materials is absolutely needed. The second is about the pictures as learning media which are appropriate and have obvious advantages for the English teaching learning process to children.

#### **D. Formulation of the Problem**

Based on what is stated in the background of the study, identification of the problems, and the limitation of the problem presented previously, the problems of this study are formulated as follows:

1. How are the picture aided English materials for fifth grade students of SDN Piring, Sanden, Bantul for the even semester developed?
2. What are the characteristics of the picture aided English materials for fifth grade students of SDN Piring, Sanden, Bantul?

#### **E. Objective of the Study**

Related to the formulation of the problem, this research aims:

1. To design the picture aided English materials for fifth grade students of SDN Piring, Sanden, Bantul for the even semester.
2. To find the characteristics of the picture aided English materials for fifth grade students of SDN Piring, Sanden, Bantul for the even semester.

#### **F. Product Specifications**

The product of this study is the picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester and completed with the teacher's guide and the media. The designed picture aided

English materials consist of three units. Every unit of the materials has each theme which is obtained from the students' needs analysis results. The three themes the students preferred the most were about "Daily Activities", "Food and Drink", and "Public Places and Directions". The topic for the picture aided English materials for the students include "What Time is it?", "I Want to Eat Cake", and "Where is the Bank?". Then, every units consists of four skills, i.e. listening, speaking, reading, and writing.

Going into detailed, the picture aided English materials are developed through activities. There are 48 activities in the designed materials. Each unit consist of 16 activities. Further, the activities of each unit describe the teaching/learning steps the students and the teacher should do, i.e. presentation, practice, and production. Some media are used in presentation stage to introduce the materials to the students. Then, at the practice step, the students are asked to do some exercises related to the materials they have learnt or games with the teacher's guidance. Meanwhile in the last step, the production stage, there are activities which demand the students to produce the language without the teacher's guidance. In this step, the teacher assesses the students and check whether or not they have been able to master the materials taught.

In addition, picture are used to aid the students in each activities. The picture can be in the form of media, i.e. realia, flashcards, map cards, paper puppets, and guidance in some activities. The picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester also comprise a teacher's guide for the teacher. The teacher's guide is used for

assisting the teacher to teach the materials. It contains teaching steps such as how to present the materials, how to play games and how use the media. The teacher guide also gives the additional information such as the media and the worksheets that the teacher should use in teaching the materials to the students. Lastly, the teacher's guide is also completed with the answer keys of the exercises in the students' workbook.

#### **G. Significance of the Study**

This research is expected to give a valuable contribution to the following parties:

1. For the English teacher of SDN Piring, this research can motivate the English teacher at SDN Piring to provide the appropriate material and media based on the students need in teaching learning process. The result will provide teaching and learning materials which can be used as the alternative way for teaching English to achieve the students' competence.
2. For the students of the fifth grade of SDN Piring, it is expected that the students of fifth grade of SDN Piring enjoy the English teaching learning activities, so the objective of giving English to children can be reached.
3. For the principal of SDN Piring, the result of the study can encourage the principal of SDN Piring to support the English teacher in making the interesting media for children in English teaching learning process based on the students' needs.
4. For the government, it is expected that the result of this study will encourage the government to write specific English policy for all department of Elementary school in Indonesia.

5. For the book writers, the result of the study can be an alternative source for the writer of English book for children.
6. For the other researcher, this study can be a reference of their research and may inform them about the problems that need further investigation.

#### **H. Assumptions and Limitation of the Study**

The development of this study are based on some assumptions:

1. The developed product can make the English teaching and learning process in the fifth grade more interesting and effective.
2. The developed product can increase the students' mastery in English.
3. The developed product can help the teacher in presenting the materials to the students.
4. The students more interested to learn English since this book contained enjoyable, interesting and various activities.
5. The students can learn English everywhere since the instructions in student's workbook are written in English and Indonesian.

The development of this study are also has limitations, they are:

1. The developed product is only for the fifth grade students of elementary school, especially for the students of SDN Piring, Sanden, Bantul. So, the characteristics of the product only suitable with the students's need and characteristics in this school.
2. The development of the product is only on the even semester. However, the development of the product in the odd semester is also necessary in order to complete the whole year materials.





## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

##### **1. English Teaching and Learning to Children**

In this study, the discussion of the English teaching and learning to children consists of two aspects that are related to the topic of the study. These are characteristics of children in language learning and principles in English teaching to children. These aspects are described below.

##### **a. Characteristics of Children in Language Learning**

###### **1) Attention Span**

An attention span is the extent to how long a person is able to hold full attention in a teaching learning process (Brown 2001:87). In general, children usually need to move and cannot concentrate for long periods. Children have a short attention span in learning a language. Children can spend hours to attend something interesting for them. On the contrary, they cannot concentrate on something boring (Spratt, Pulvernes, and Williams, 2005: 5; Brewster, Ellis, and Girard, 2004: 27). Children may easily feel bored in learning. It happens when children have to deal with materials or activities that are boring, useless, or too difficult (Brown, 2001: 88; Harmer, 2001: 38). Children with short attention spans are likely to be impatient while listening and waiting for their turn to speak. They also have a hard time returning to an unfinished task after they are interrupted. In a class setting, the teacher should know and identify the students' attention span well. By knowing the students'

attention span, the teacher will be able to manage the steps in the process of language teaching and learning appropriately. Cameron (2001:1) also states that children lose their interest quickly. At this point, the teacher should give the materials in communicative ways. It can be done by designing a variety of activities and increasing the children's curiosity toward the lesson.

In learning a foreign language, students tend to lose attention in attending the class activities because they feel unfamiliar with words in the second language. In this case, the teacher needs to build the young learners' interest in learning words in the second language by using interesting techniques. Activities also need to be varied in the classroom (Scott and Ytreberg, 2004: 5-7). Moreover, the teacher needs an aid to present a new language. The use of aids is needed to help the teacher teach new words and their meaning. For example, the teacher can use pictures, colors, and symbols in presenting the language materials. The use of pictures, colors, and symbols can encourage the children to learn the language (Slattery and Willis, 2001: 12; Brown, 2001: 88; Cameron, 2001: 1).

## **2) Curiosity**

Children have a lot of natural curiosity (Brown, 2001: 89). It is an emotion related to natural desires such as play, exploration, investigation, and learning. Children are full of questions and search for answers in their minds. Children's curiosity about the world engages them to make sense of whatever they can see, hear, smell, taste, and touch. Their need to understand the environment around them extends their curiosity with regard to people,

places, objects and events. It is because their minds are always active. Brewster and Ellis (2002: 27) said that children have big curiosity about everything around them so they cannot sit down calmly for long time.

When the children are curious about something, they will expect and anticipate new ideas related to it. It means that they will ask questions and search for answers in their minds. Because of the children's curiosity, they try to find lacks of the information. It makes them ask about the information actively.

### **3) Delight in Talking**

The children show great skills in producing meaningful language from very limited resources (Halliwell, 1993:3). Children can talk about what they are doing, and tell you about what they have done or heard. They can also plan activities, argue for something and tell you what and why they think (Scoat and Yteberg, 2004:2).

Children usually talk about everything by using their understanding that they get from those who are close to them. At this point, the facility to talk is needed by the children. It is appropriate that the children are provided with the activities that encourage them to talk in the process of language learning.

### **4) Having Sense of Fun**

Cameron (2001) writes that happy and fun nuance will help the children to get some competences including the foreign language competences. Playing games, listening stories, presenting poems, singing songs, will be a good way in teaching foreign language to them in which they

could learning with fun and happily laughing at the same time. In line with Cameron, Harmer (2007:82) also said that children like games, puzzles, and songs. At this point, the children find them as interesting and fun activities. For example, when they play a game, they know well that it is not real. It happens because the children find it fun. They take great pleasures in finding and creating fun in what they do. They enjoy the activity when they can create something new by their efforts.

By engaging the children in the fun activities, the teacher will keep the children's motivations and enthusiasms, and provides the real world contexts into the classroom. By doing fun activities will generate the children's desire to give contribution to be involved in this activity.

#### **5) Fantasy, Imagination, and Movement**

Children enjoy fantasy, imagination, and movement (Pinter, 2006:2). Fantasy is a situation imagined by an individual or group that has no basis in reality but expresses certain desires or aims on the part of its creator. It sometimes involves situations which are impossible such as the existence of magic powers.

An imagination is the activity of forming mental images, sensations, and concepts, in a moment when they are not perceived through sight, hearing, or other senses. It helps provide meaning to experience and understanding the knowledge.

A movement is moving the body or parts of the body. For example, the activities that can be used are singing a song and doing Total Physical

Response (TPR). In this activity, the children are directed to use their sense, such as seeing, hearing, and touching. The children need to have all of five senses stimulated. At this point, the activities should strive to go well beyond the visual and auditory modes that are sufficient in the classroom context. Without an understanding of the child's perceptions and characters, effective learning environments will not occur.

#### **6) Explorations, Playing, and Opportunities to Talk Things with Others**

Children learn through their explorations and plays and through opportunities to talk things with others (Pinter, 2008: 5). It means that learning occurs in conversations, as a result of "understanding and interpreting of what others are saying". In this case, children work on a mutual interaction among their companions. They often explore something they want to know with their friends together. In this exploration, they sometimes find this occasion for playing. Therefore, they need more activities which are short and varied that can burn off their energy (Brewster, Ellis, and Girard, 2003: 28).

Children learn by way of physical experience. This means that their understanding comes not just from explanation, but also from what they see and hear. They should have an opportunity to touch and interact with anything in the learning. They learn by doing (Harmer, 2001: 38). In addition, they respond to the language well through concrete things rather than abstract things. Therefore, to develop certain language skills, a teacher should

promote learning experiences and support children to use the target language to build their language skills.

Children need to work and interact with their friends, both individually and in groups, to achieve and develop good and effective relationship among them. They need to be working with ideas and opinions, not merely facts, for the talk to be meaningful and motivating (William, 1998: 25). Therefore, it is best if they are put in pairs or in small-groups (Pinter, 2008: 79; Crosse, 2007: 27). Within a group, each student can share things at the same opportunities to speak. It is because small groups provide the opportunities for students to communicate with each other, to give and take ideas, and to negotiate meaning for extended conversational exchanges (Brown, 2001: 177). The students learn how to give appropriate responses in a particular range of practical social interaction. During pair and small-group work accomplishment, the classroom becomes the place where they have to work together to interact with each other.

By recognizing children's characteristics above, it can be seen that children are unique learners who have different characteristics from adults. In order to make the children interested in learning, the teacher should have good preparation and provide interesting activities. It is the teacher's challenge to provide them with suitable strategies and activities during the teaching and learning process so that the students can learn the target language effectively.

## **b. Principles of English Teaching to Children**

Teaching English to children is different from teaching English to adult learners because they have different characteristics. To fit their characteristics, the principles in the English teaching to children should be different from the ones that are applied to adults' classes. Such principles can be used to determine techniques and to design activities that are appropriate for children. Below are the principles in the teaching of English to children proposed by some experts.

### **1) Intellectual Development**

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purposes of language (Brown, 2001: 87). It means that presenting abstract notions will not work well for children. Moreover, Brown (2001: 87) suggests that in teaching children, explaining grammar and stating rules in abstract concept should be avoided. Some grammatical concepts can be introduced especially for the upper level of children by showing them certain patterns. Certain difficult patterns require repetitions but the activities should not burden and bore them (Brown, 2001: 88). The actual teaching should only include the barest minimum of grammar taught as grammar (Scott and Ytreberg, 2004: 6).

### **2) Attention Span**

Limited attention span makes the children easily lose their interest in learning unless with engaging activities. According to Brown (2001: 88), short



attention span occurs when children have to deal with materials that are boring, useless, and too difficult for them. To hold the children's attention, activities should be designed to capture their immediate interest.

Choosing and applying interesting activities by considering the children's needs and ages are also needed (Scott and Ytreberg, 2004: 5). The use of interesting activities such as playing with the language by using games, songs, rhymes, and storytelling will draw the children's attention to the learning material. It also creates an enjoyable learning atmosphere and makes the children happy.

### **3) Sensory Input**

Designing activities for children should cover visual and auditory modes. Children are excellent observers who can understand language from body language, intonation, gestures, facial expressions, the social context, and the language itself. To help the children make use of these skills, teachers can provide visual supports and ensure that the language is contextualized (Brewster, Ellis, and Girard, 2004: 39).

In addition, in teaching English to children, the teacher does not focus on the spoken word only. It needs more activities which include movements and involve the senses (Scott and Ytreberg, 2004: 5). Since children need to have all the five senses stimulated, physical activities like role-plays, TPR, projects, and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001: 89).

#### **4) Affective Factors**

Children's learning can be influenced by affective factors. According to Brown (2001: 89), children still have many inhibitions in learning English even though they are often innovative in the language forms. It can make them reluctant to use the language in communication. To minimize this problem, Brown suggests that the teacher needs to be patient and supportive. It is also necessary for the teacher to elicit as much oral participation as possible from students, especially the quiet ones.

#### **5) Authentic and Meaningful Language**

According to Cameron (2001: 19), children actively try to construct meaning. Children actively try to make sense, i.e. to find and construct a meaning and purpose for what adults say to them and ask them to do. They can only make sense in terms of their world knowledge, which is limited and partial. Therefore, teachers need to examine classroom activities from the children's point of view in order to assess whether or not the children will understand what to do or will be able to make sense of the new language.

Authentic, meaningful language is also important for children learning. Brown (2001: 90) states that children are focused on the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. To keep their willingness, an overload of language that is neither authentic nor meaningful should be avoided. Storylines, real-life conversation, and familiar situations and characters will create a context in which language can be used to improve children's attention.

In addition, children have used their hypothesis-testing skills in acquiring the first language. They like to talk, even when they do not know much language. They should be encouraged to do the same thing in learning a second language. Teachers should give a lot of opportunities for meaningful communication activities. They can provide inductive exercises in the second language but the language should be contextualized and motivating (Brewster, Ellis, and Girard, 2004: 39).

#### **6) Routines**

Class routines help the children settle down and concentrate. They can give the children a sense of security and belonging which is often a necessary precondition for successful learning (Paul, 2003: 43). Developing routines and rules will help the classroom to run itself. The teacher should accustom the children to the rules and routines of the classroom. The children should also be given the opportunity to express their needs (Coetzee, Niekerk, and Wydeman, 2008: 26).

In addition, teaching English to children needs to have systems, routines, organizations, and lesson plans (Scott and Ytreberg, 2004: 6). These aims are to make the teaching and learning processes run well. These are also used as guidelines for the teacher in conducting the teaching-learning activities. Moreover, the objectives of having routines are to allow the children to make sense of a new language and make them familiar with some expressions. It is important for children to know the rules and to be familiar with the situation.

From the explanation above, it is important that teachers provide materials and activities that are appropriate with the children's capabilities. Teachers can apply these principles to make sure that they do not underestimate the children. Children do not come to the class empty-handed, but with some experience. Children can do more than what the teacher thinks they can. However, teachers should not overestimate the children either. If the children are expected to do something beyond their ability, it will discourage them in learning. Therefore, it can be concluded that in teaching English to children, the teachers should pay attention to the way they teach. Moreover, encouraging the students by responding positively is necessary.

## **2. Materials**

This section presents some theories about the materials for children and materials design. As stated before, children are different from adults in learning English as a foreign language. In learning English, the children also need materials to help them to learn English actively. To get the appropriate materials for children, the teachers can develop their own materials. The explanations about the characteristics of the materials for children and how to develop the materials are described in following sections.

### **a. Materials for Children**

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning (Tomlinson, 1998: 2). Good materials should achieve impact,

namely, materials have a noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted. Materials should help learners to develop confidence and should require and facilitate learner self-investment (Tomlinson, 1998: 7).

In addition, the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate. Besides, it generates students' motivation to actively get involved in the teaching and learning process (Hutchinson and Waters, 1987: 107). As a point of additions, the materials in this manuals also include the tasks, worksheets, and answer keys which will support the teacher in such process. There are some characteristics of good materials. They are: 1) interesting texts; 2) enjoyable activities which engage the learner's thinking capabilities; 3) opportunities for the learner to use their existing knowledge and skills; and 4) content which both the learner and the teacher can cope with.

The materials should also follow the concept of readability in order to ease the students to understand them. According to Richards and Schmidt (2002: 453), what is meant by readability is how written materials can easily be read and understood. In fact, it depends on many factors which include the average length of sentences in a passage, the number of new words a passage contains, and the grammatical complexity of the language used. Those factors should regard the students' age. One example is by adjusting the materials with students' characteristics. In this way, the materials for ten year-old student will never be the same as the one for five year-old students. Finally, if

the materials have followed this concept, the goal of the study will be reached.

There are some kinds of materials that can be used to teach English for children. Paul (2003) explains three kinds of materials. They are course books, worksheets, and workbooks. The first materials are course books. He said that the course books should be fun and colorful. The second materials are worksheets. The worksheets can be used for practicing any four skills: listening, speaking, reading, or writing. The third materials are workbooks. The workbooks are essentially collections of worksheets. All the parts in worksheets apply as much to workbooks. The workbooks are also usually supplied ready-made by the publishers of the course book.

Furthermore, Brewster, Ellis, and Girard (2003) state that the teachers can produce their own materials. The worksheets can be exercises and activities which are drawn, written, or word processed and photocopied. They also explain the worksheets features. They state that the worksheets should be clear, simple, and attractive. The instructions in the worksheet should be clear or in the children's own language.

Related to the creating materials, Pinter (2009) explains 'topic-based planning' in creating the materials. The topic-based planning means that a topic is chosen for a term and all the activities in all areas of the curriculum will be related to that one broad topic. The topic-based planning and teaching is also popular among English teachers who have the freedom to plan their own materials. Pinter (2009) also explains the texts that can be written by the

teachers. As part of working on a topic, they can also exploit stories, poems, songs, and rhymes.

In line with Pinter (2009), Scott and Ytreberg (2004) explain some reason why the English teachers can organize the materials in a topic-based work. Two of the reasons are that it is easier to relate the lessons to the children's experiences and interests when the teachers focus on a topic. Another reason is working on topics can help the learning process. The children can associate words, functions, structures, and situations with a particular topic.

From the explanation above, appropriate materials should be based on the curriculum. Their content should be based on students' needs and characteristics. Children are different from adults related to the materials used. In learning English, the children also need appropriate materials to help them to learn English actively. To get the appropriate materials for children, the teachers can develop their own materials. The materials should be interesting and can be developed based on some topics. The appropriate materials will make the students easy to understand the material. The appropriate material should be also interesting. It is because interesting materials are able to encourage students to participate actively in the teaching learning process. If the materials are not interesting, it can make the students bored in following the lesson. In this study, the materials are completed with the teacher's manuals and media.

#### **1) Definition of Manuals**

A manual is a book which gives its readers practical instructions on how to use something (Soanes and Stevenson, 2003). A manual provides instructions which can help people use something. One example is that when a teacher has a manual, the use of media which support the teaching is being easier. In line with that, Hornby (1995: 715) states that a manual lexically is a book containing information or practical instructions on a given subject. This is clear that the given information in the manual will lead people to follow what they want to do. An example is the manual that provides information related to the steps a teacher has to do in teaching English. When there is a manual, the teacher only reads and practices the guidelines written in the manual. In other words, a manual is a book which gives information on how to use something or how to do something. Finally, in this study, a manual means a book that provides teacher's guidelines which are completed with media to support the teaching and learning process.

## **2) The Components of Manuals**

A manual in this study does not only consist of teacher's guidelines, but also the media used. The explanations are as follows.

### **a) Teacher's Guidelines**

According to Warschauer (1997:1), guidelines are independent tools that can assist the teachers in successfully planning and implementing the projects. The guidelines are designed to help the teachers in the classroom. In this study, teacher's guidelines are defined as the steps on how the teacher teaches the materials and uses the



media. The teacher's guidelines offer the steps to take from the opening of the class until its closing in order to help the teacher to run the class well.

#### **b) Media**

The use of media in the teaching and learning process is very important because it can improve the quality of the process. Moreover, the students can comprehend the lesson more easily. There are many media that can be used in such process. They are audio visual, pictures, slide, electronic based, book, magazine, comic, etc. Brinton (2001:461) states that media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context.

Since many teachers do not have the access to the technology when they are in the classroom, they can actually replace it by using basic teaching media such as flashcards, posters, pictures, diagrams, and etc. This aims at supporting the teaching and learning process in order to reach the goal of study. In this study, pictures, songs, and games are used as teaching media to help the teacher and the students in the teaching and learning process.

#### **b. Materials Design**

In designing the material, a designer has to follow the principles in writing the good materials. Hutchinson and Waters (1987) identify six principles in writing the good materials. The first principle is that materials

should encourage learners to learn. Therefore, the materials should contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with. The second principle is that good materials should provide a clear and a coherent unit structure which will guide a teacher and learners through various activities in such a way as to maximize the chances of learning. The third principle is that materials should reflect what the teacher think and feel about the learning process. The fourth principle is that materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable. The fifth principle is that Materials can have a very useful function in broadening the basis of teachers' training, by introducing teachers to new techniques. The sixth principle is that materials provide the models of correct and appropriate language use.

Hutchinson and Waters (1987:108) also present a model that has a goal to provide a coherent framework for the integration of the various aspects of learning. This model consists of four elements. They are input, content focus, language focus and task. The four elements are discussed in the following sections.

### **1) Input**

It refers to anything that can be used as the materials for teaching. Input can be in the form of a text, dialogue, video recording, diagram or any piece of communication data. The input : (1) Stimulus materials for activities;

(2) new language items; (3) correct model of language use; (4) a topic for communication; (5) opportunities for learners in using their information processing skills; and (6) opportunities for learners in using their existing knowledge both of the language and the subject.

## **2) Content Focus**

Language is a means of conveying information and feelings about something. Therefore, the content of non-linguistic item should be exploited to generate meaningful communication in the classroom.

## **3) Language Focus**

Hutchinson and Waters (1987) state the aim of designing the materials is to enable learners to use language. Language focus gives students the chance to break language into pieces, learn how it works, and practice how to put it back together again.

## **4) Task**

The final goal of the language learning is the use of language. Materials must be designed to lead toward communicative tasks when learners use the content and language they have got.

Based on the explanation, it can be said that the teachers should follow the principles of good materials. After the teachers know the principles, when they want to design their own materials for the students, they

should consider the four elements. Figure 1 shows the four elements of the model in designing the materials based on Hutchinson and Waters (1987:109).

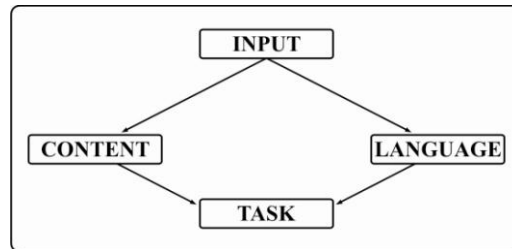


Figure 1: A material design model (Hutchinson and Waters, 1987: 109)

In line with Hutchinson and Waters (1987), Nunan (2004) explains the component of tasks. Nunan (2004) states that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused in mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

In designing tasks in the materials there some component of the task. Shavelson and Stern (1981) in Nunan (1989: 47 and 2004: 40) state that the tasks consist of six elements. The first element is content. It is the subject matter to be taught. The second is materials. They are the things that learners can observe and manipulate. The third is activities. Activities are the things that learners and teachers will be doing during the lesson. The fourth is goals. Goals are the teacher's general aims for the tasks. The Fifth is students. It is including their abilities, needs, and interests. The last element is social community. It is the class as a whole and its sense of 'groupness'.

Furthermore, Nunan (1989:11) mentions three main components of the tasks. Those components imply certain roles, namely teacher roles, learners' role, and setting. The relations among the components are presented in Figure 2.

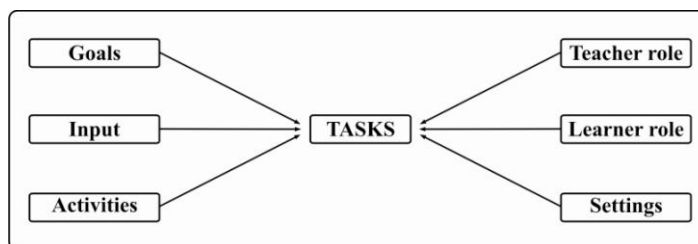


Figure 2: A framework for analyzing communicative task (Nunan, 1989:11)

**a) Goals**

Nunan (1989: 48-49) defines goals as the vague general intentions behind any given learning tasks. They may relate to general outcomes (communicative, affective, or cognitive).

**b) Input**

Nunan (1989: 53) states that input data containing both verbal and non-verbal things. It can be derived from a wide range of sources existing in the society.

**c) Activities**

Activities are what learners will do with the input given which form the learning tasks (Nunan, 1989: 59).

**d) Teacher role**

Richard and Rogers (1986: 24) in Nunan (1989: 84) point out some teacher roles of the teacher related to the issue of: a) The type of functions teachers are expected to fulfill, e.g. whether that

of practical director, counselor or model; b) The degree of control the teacher has over how learning takes place; c) The degree to which the teacher is responsible to content; d) The interactional pattern that helps between teachers and learners.

**e) Learner role**

Roles relate to the part of learners and teachers are expected to pay in carrying out the learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004: 64).

**f) Settings**

Nunan (1989: 91) defines setting as the classroom arrangement specified or implied in the tasks. It also considered whether the tasks are carried out wholly or partly in the classroom.

Nunan (1991) also explain the model in designing the materials. He states that the way the materials are organized, designed, and presented and also the type of the content and activities will help students to shape their view of the target language. There are eight steps of designing materials that are purposed by Nunan (1991). The steps are: 1) select the topic, 2) collect data, 3) determine what students will need to do in relation to the text, 4) create pedagogical activities/procedure, 5) analyze text s and activities to determine the language elements, 6) create activities focusing on language elements, 7) create activities focusing on learning skills/strategies, 8) create application tasks.

Meanwhile, Jolly and Bolitho in Tomlinson (1998: 98) propose seven stages of producing new or adapted materials. The first stage is an identification of a need to fulfill or a problem to solve by creation of materials by teacher or learner(s). The second is an exploration of the area of need or problem in terms of what language, what meanings, what skills, etc. The third is conducting contextual realization of the materials by finding suitable ideas, contexts or texts with which to work. The next is pedagogical realization of materials. This is done by finding appropriate exercises and activities and writing appropriate instructions for use. The last stage is physical production of materials, involving a lay out, type size, visuals, reproduction, tape length etc. Those seven stages are as in the following figure.

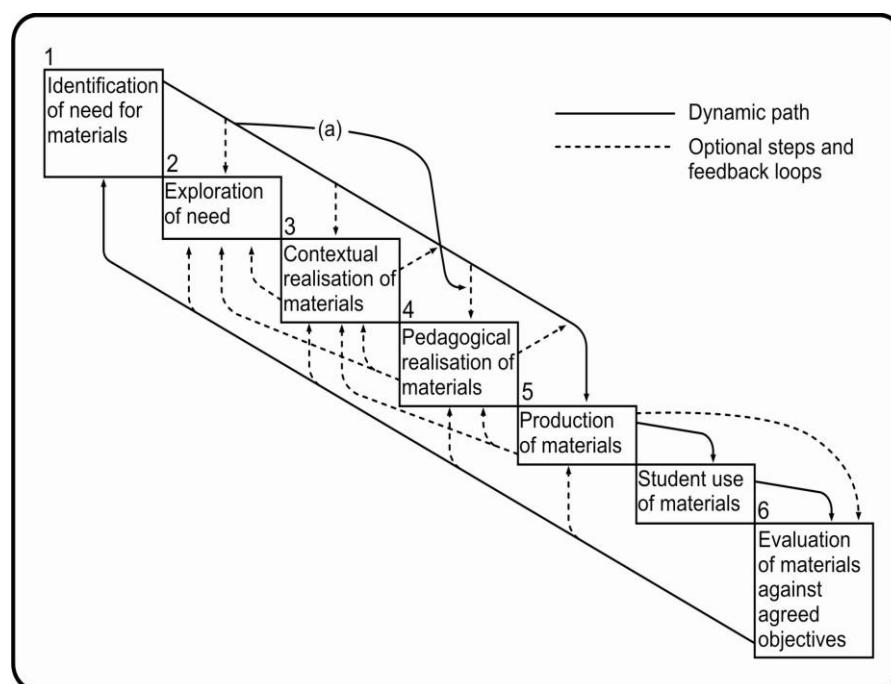


Figure 3: A pathway of the production of new or adapted materials (Jolly and Bolitho in Tomlinson, 1998: 98)

From the explanation about the tasks above, it can be concluded that the tasks are focused on the meaning that have goals to reach the content or input and the management activities. In designing the tasks, there are some components or and some steps that should be followed by the teachers in designing the tasks. The components can be summarized in six elements. They are goals, input, activities, teacher role, learner role, and settings. All the components should be on the tasks and designing by the eight steps that has been stated before.

### **3. Teaching Media**

#### **a. Definition of Media**

Media play an important role in the teaching-learning process. The word ‘medium’ comes from a Latin word which means ‘between’. It means that a medium brings something to deliver from the resource to its receiver. There is information carrying by a medium so that the receivers get something in their minds. Furthermore, media do not only merely function as transferring information but also as a means of communication. Media can give any information that might be needed. Media can also be a means to communicate between or among those who use the media. Media can help people to communicate their ideas. In the case of teaching and learning process, media can be used as a means of communication between the teacher and the students (Smaldino et al, 2004:9).

Media are needed to reach the objectives of the teaching-learning process. Teachers should use various media or teaching aids in giving the material to the students as stated by Harmer (2001: 134) that “as a language



teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.” Here, teaching aids are related to the resources and equipment available to teachers and students in the classroom (Spratt et al, 2005: 119).

According to Lever-Duffy and McDonald (2009: 61) state that media are technologies that are used to facilitate the methods. Gerlach and Ely (1980) in Azhar (2006) also state that a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.

In addition, media in the teaching and learning process are tools to match the learning product (Sugeng, 1997: 110). They can be defined by their technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology as well as the mechanical and electronic aspects that determine its functions and, to some extent, its shape and other physical features (Kozma, 1991:180).

The important principle of media is never end by itself. Media are always means. They are means of achieving the learners’ objectives. Therefore, the selection of media must be based on the learning objectives.

Kemp (1997:77-79) in Sugeng (1997:112) categorizes media into three, namely direct media, vicious media and verbal media. Direct media are those that involve direct experiences on the part of the learners. It means that the learners experience the phenomena through other objects or person. Verbal media are those that contain printed materials. The learners need to

experience the phenomena through reading. The last, vicarious media can be stimulated, still, audio, visual, audio visual, real object, and action based. Printed media can be books, storybooks, newspaper, etc. Media are charts, picture, posters, slot boards, flannel board, etc. audio media can be recording, song, etc. Visual media can be OHP, slides, film. Real object media can be real objects, specimen, and models. Stimulated media can be games, and quizzes, role plays, and simulation. Action-based media can be performance, construction, experimentation, and demonstration.

From the definitions above, it can be concluded that media are tools, materials, or events that establish conditions. It is used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

#### **b. The Importance of Media in Teaching**

Using media in the classroom is important because they can improve the quality of the teaching-learning process. Moreover, the students can comprehend the lesson easily. There are three types of media that can be used in the teaching-learning process. They are (1) audio (tape, radio, compact disc, etc); (2) visual (pictures, poster OHP, etc); and (3) audio visual (television, video, VCD, computer, etc).

According to Brinton (2001: 461), media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she summarizes the rationales for using media in the language classroom in the following:

- 1) Given the role media play in the world outside the classroom, the students expect to find media inside the classroom as well. Media, thus, serve as an important motivator in the language teaching process.
- 2) Audio visual materials provide the students with content, meaning, and guidance. The students create a contextualized situation within which language items are presented and practiced.
- 3) Media materials can lend authenticity to the classroom situation and show the students the direct relation between the language classroom and outside world.

Moreover, Sudjana and Rivai (2009:2) state that the rationales of the use of media in the teaching and learning process:

- 1) The teaching and learning process will be more interesting so that it can improve the students' motivation
- 2) The media will enable the students to master the teaching objectives well, so that they will understand the materials more easily.
- 3) The teaching methods should be various, so that the students will not get bored during the teaching and learning process.
- 4) The students will be more active because they do not only listen to the teacher's explanation, but also do other activities, such as observation, demonstration, etc.

From the explanation above, it can be seen that the use of media in the teaching-learning process is useful for both of the teachers and the students. The first is for the teachers. The teachers can avoid monotonous teaching-

learning process because they have variation in teaching. The teaching-learning process will be more interesting. The second is for the students. Media can increase the students' motivation and interest. Therefore, they will be more active in the classroom. Moreover, the students can enjoy the process of learning and understand the materials easily.

### **c. Pictures as Media in Teaching and Learning Process**

Based on the discussion above, delivering materials in the teaching learning process accompanied by media will be clearer, more meaningful, and more interesting for the students. Pictures as one kind of media also give impression of this.

Gerlach and Ely (1980:277) state that pictures are inexpensive and widely available. They provide common experiences for as entire group. The visual detail makes it possible to study objects which would otherwise be impossible. Pictures can help to prevent and correct misconceptions. Moreover, Wright (1989) says pictures as media are able to motivate students, to make the subjects that they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. It is generally accepted in language teaching that students must learn to deal with chunks of language above the level of the word or the sentence. The non-verbal information helps students to predict what the text might be about, and this ability helps them to recognize the meaning more quickly. Pictures can represent these non-verbal sources of information.

According to Kemp and Snellie (1989) in Burden (1994:138) the uses of pictures as instructional media have several purposes: 1) to motivate an interest or a degree of action; 2) to present information; 3) to provide instruction. Pictures also have functions in delivering meaning (Subiyati, 1994:51). Pictures in a test may be functional or illustrative. It is important to make sure that the pictures are not ambiguous. To be clear, a picture should contain only what the words mean; there should be nothing in the picture that is not mentioned in the sentences. All the irrelevant details must be remove. Illustrative pictures are useful to focus the attention of the students on what the text says by helping him to imagine it.

In addition, Miarso (1999) states the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn. Therefore, pictures are very appropriate as media in the teaching learning process.

Pictures as media in learning can be taken from many sources such as magazines, newspapers, photographs, books, and posters. Pictures can also be in many forms such as flash cards (small pictures hold by the students to see), cue cards ( small cards used in pair or group work), large wall pictures (big pictures can be seen clearly by all the students), photographs and illustrations (usually in books), or picture slides (pictures showed by an overhead projector). The choice of pictures are totally the decision of the teacher.

However, whatever pictures are used, there must be at least three qualities owned by the pictures used (Harmer: 2007: 179). These qualities are presented below.

- 1) The pictures should be appropriate not only by considering the needs of the students but also by considering the background of the users. For example, the teacher should not use too childish pictures or pictures which are not appropriate with the culture where the process of teaching and learning happens.
- 2) The pictures should be visible, especially for those which will be showed and used by the whole class. The teacher has to make sure that the learners can see every detail of the pictures by considering the position of the students; whether the students stand up or sit down.
- 3) It is much better to choose and use pictures which are durable. It means that the pictures are not broken when it is used for the first time. Good pictures can be used for many times. Thus, the pictures can be stuck into cards or be laminated

In mastering a language to students, vocabulary cannot be separated from the four language skills. Wright (1989) divides the roles of pictures on language learning based on the four English skills: listening, speaking, reading, and writing. Wright, however, discusses these four activities under two categories: receptive and productive.

In listening and reading activities, pictures have some roles. First, pictures can make the students interested to the lesson. Second, they help to translate the meaning of the gist of the text or individual item of language. Third, they can give a context for the language and students' activity. Fourth, they give cultural information. Fifth, they contribute to the search for specific information in the text and to help the students demonstrate it non-verbally. Meanwhile, in speaking and writing activities, pictures have some roles. First, they can motivate the students to speak or write. Second, to create a context within which they response will have meaning. Third, to provide the student with information to use in controlled practice work. Fourth, pictures showing objects, actions, events, and relationships can cue answers to questions, substitutions and sentences completions. Fifth, to guide spoken and written descriptions or narrations or dialogue. Sixth, to promote discussion and provide reference (Wright, 1989: 119-120).

From previous explanation, pictures as a kind of media are commonly used by the teachers due to the fact that there are some advantages of using pictures in supporting an effective and efficient teaching and learning process. It is obvious that those advantages can make the students understand the lesson better.

## **B. Conceptual framework**

The purpose of this research is to develop and to find out the characteristics the picture aided English materials for fifth grade students of SDN Piring, Sanden, Bantul for the even semester. The materials for young learners should meet the young learners' characteristics that commonly differ from other learners. As Hutchinson and Waters (1986:107-108), Tomlison (1998:7), and

Cameron (2001:30) say, they should contain enjoyable activities and make the learners feel enthusiastic. Moreover, media is one of factors that influence the success of the students' learning English. Brinton (2001:461) says that media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. However, the fifth grade students of SDN Piring do not have any course book. The main learning sources is only from the LKS. The use of LKS could not help both the teacher and the students in the English teaching and learning process. The school also had lack of ready to use teaching media. The teacher has difficulty in presenting the media since she should write or draw the materials on the blackboard. The time could not manage well.

The problems need to be solved. One of the ways to handle this problem is to develop picture aided English materials, so that the researcher decided to develop picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul. The essential thing about pictures is that they considered as helpful and powerful types of media. According to Wright (2006:128), pictures used to motivate the students to speak or to write. Also, Miller (2007:3) states they are fun and interesting. The R n D cycle is chosen to develop the picture aided English materials. The product of the study is expected to help the teacher in presenting thee materials. It is also expected to provide enjoyable activities to encourage the students' motivation and interest to the English lessons. The conceptual framework of the study is summarized in a visual illustration below.



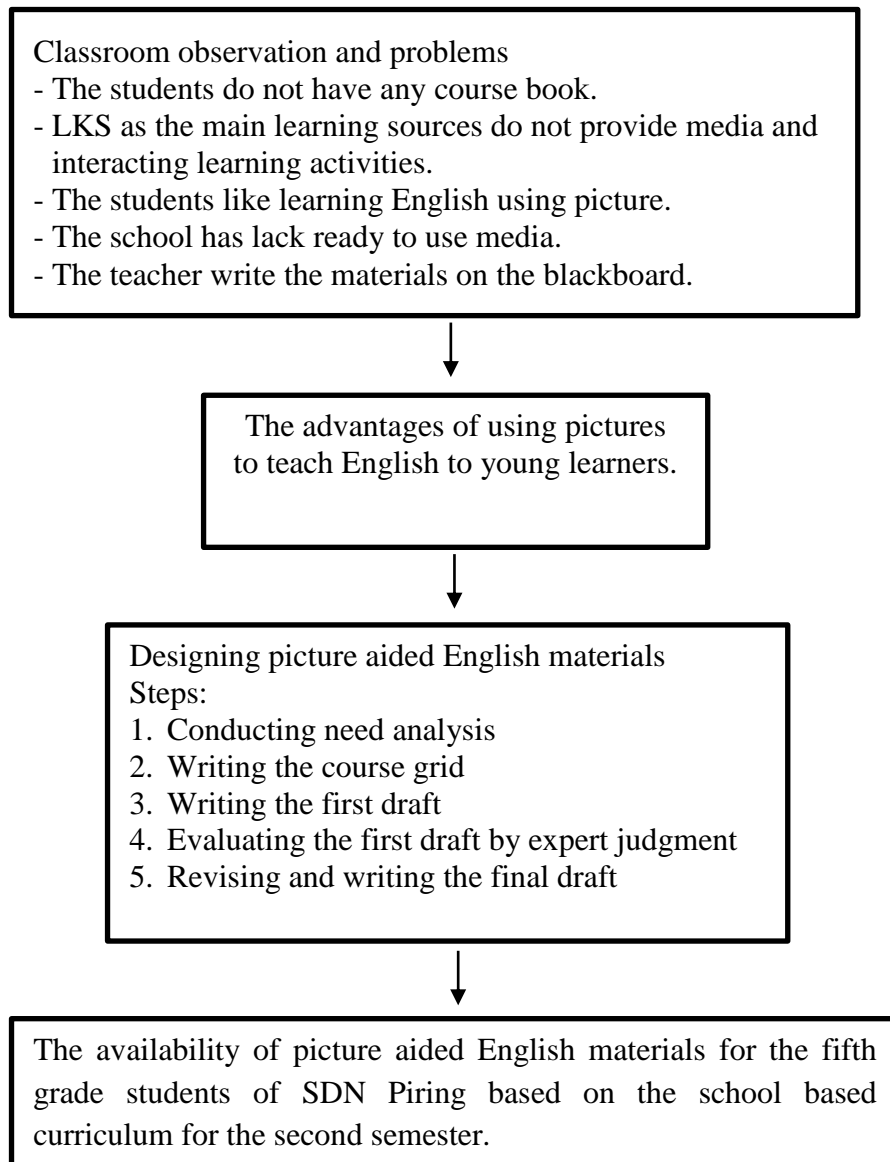


Figure 4: The framework of the study

## **CHAPTER III RESEARCH METHOD**

### **A. Type of Study**

Based on its purpose, this research is classified into research and development study. It is currently used to develop and evaluate educational products (materials, object, a method of teaching, instructional media, a set of behavioral object, a management system). Gall, Gall and Borg (2003:772) provide steps of the process in research and development research which are usually called research and development cycles. The cycles consist of studying research findings relevant to the product developed, developing the product based on the finding, field testing it, and revising it to correct the shortages found in the field testing process.

### **B. Research Procedures**

The researcher took the research procedures model in designing the material from the models of material writing process proposed by Gall, Gall, and Borg and Tomlinson. Based on R & D cycles recommended by Gall, Gall, and Borg (2003: 775), mini courses development comprises ten steps as the follows:

1. Research and information collecting-Includes review of literature, classroom observations, and preparation of report of state of the art.
2. Planning-Includes defining skills, stating objectives determining course sequence, and small scale feasibility testing.
3. Develop preliminary form of product-Includes preparation of instructional materials, handbooks, and evaluation devices.
4. Preliminary field testing-Conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational and questionnaire data collected and analyzed.
5. Main product revision-Revision of product as suggested by the preliminary field-test results.

6. Main field testing-Conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects' precourse and postcourse are collected. Results are evaluated with respect to course objectives and are compared with control group data, when appropriate.
  7. Operational product revision-Revision of product as suggested by main field-test results.
  8. Operational field testing-Conducted in 10 to 30 schools involving 40 to 200 subjects. Interview observational and questionnaire data collected and analyzed.
  9. Final product revision-Revision of product as suggested by operational field-test results.
  10. Dissemination and implementation-Report on product at professional meetings and in journals. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.
- (Gall, Gall and Borg 2003: 775)

Meanwhile, materials writing process stated by Tomlinson (1998:247) can be seen as follows:

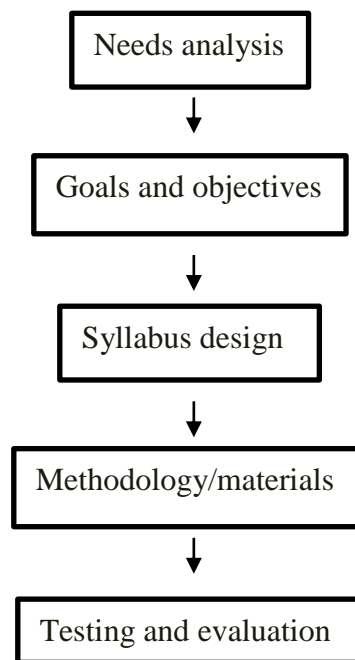


Figure 5: Model X as the course design procedures stated by Tomlinson (1998:247)

The research procedures employed in this research are adapted from Gall, Gall and Borg (2003:775). The steps can be describe as follows:

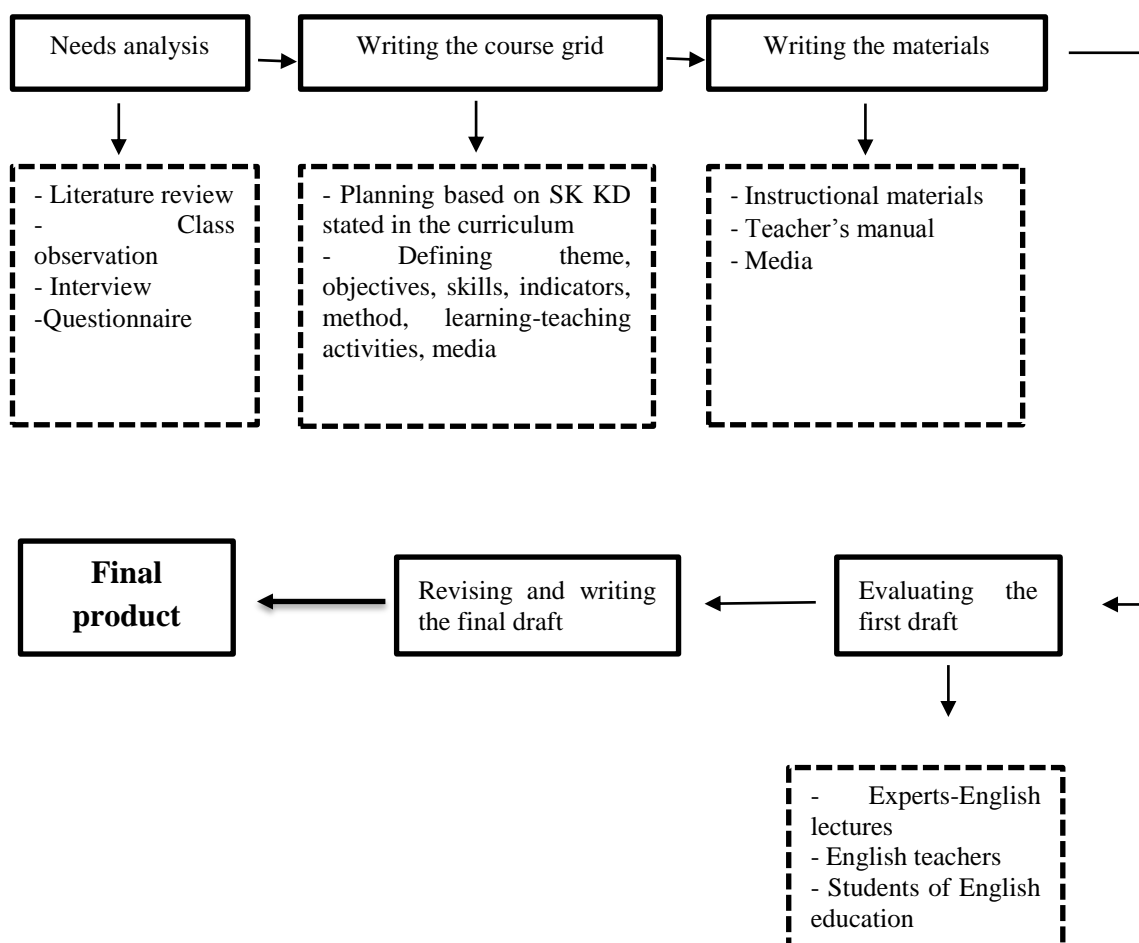


Figure 6: The model of the research procedures in this study

The descriptions of research procedures as the steps to design the picture aided English materials for the fifth grade students of SD Negeri Piring, Sanden, Bantul for even semester can be concluded as follows:

### 1. Conducting needs analysis

Conducting the need analysis was the first step done by the researcher. It was aimed at obtaining the information about the students' needs and interest towards the English lesson, especially materials using pictures. The researcher designed the need analysis in the form of questionnaires that were distributed to the students. The researcher also did an observation during the English teaching

and learning process and interviewed the students and the English teacher. The data obtained then were used as the basic of the next stage of the research.

## **2. Writing the course grid**

The information collected from the first stage was used to design the materials. This activity included defining the targeted skills, topics, objectives and selecting the appropriate media of the materials that would be designed. The researcher used the needs analysis and the curriculum as the basic for choosing the topics.

The course grid was written based on the result of the needs analysis including the theme that the students chose the most, the school-based curriculum, the media selected, teaching and learning activities. This step was used as the guideline in developing the picture aided English materials.

## **3. Designing the first draft**

After the course grid was made, the first draft of the picture aided English materials was developed. The researcher developed three units; “What Time is It?”, “I Want to Eat Cake.”, and “Where is the Bank?” Each unit included four skills; listening, speaking, reading and writing. Each unit also consisted of selected pictures to be the input and media of each activity. The materials were comprised of media and teacher’s guide.

## **4. Evaluating the first draft**

In this stage, the first draft of the materials were evaluated by an English lecturer to get the feedbacks and suggestions. Some students of English Education Department who has been teaching English in the English institutions and the

English teacher of the SD N Piring were asked to give their views on the designed materials. There were some statements on the questionnaires to be chosen and open ended questions. The comments and feedbacks were compiled for evaluating the designed materials.

## **5. Revising and writing the final draft**

After evaluating the first draft, the researcher revised it to produce the final draft. The revision was based on the analysis of the questionnaire. The final product of this stage was a final draft of Picture Aided English Materials for the Fifth Grade Students of SD Negeri Piring.

### **C. Materials Design**

#### **1. Product of the Study**

The product of this study was picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester. It was completed with the teacher's guide and the media. The teacher's guide was used as the teaching or instruction method to use the materials. Meanwhile, the media consisted of realia, flashcards and paper puppets.

#### **2. Respondents of the Study**

The research is conducted in the fifth grade students of SDN Piring. The school is located in Piring, Murtigading, Sanden, Bantul. The participants of this study were divided into two groups. The first group consisted of an English teacher and the fifth grade students of SDN Piring. The fifth grade consisted of 25 students. They were 8 girls and 17 boys. Those children age range was from 11 to 12 years old. First, the teaching and learning activities were observed. Then, the

fifth grade students stated their opinions and comments about the English lessons at their school as well as their needs in learning English by filling in the questionnaires and responding in the interviews. Meanwhile, the English teacher stated her opinions and comments about her needs, teaching activities, teaching technique, media and students' characteristics by interview.

The second group consisted of an English Education lecturer, the English teacher of SDN Piring, and some students of English Education Department who already teach English in English institutions. They evaluated the first draft of the Picture Aided English Materials for Fifth Grade Students of SDN Piring for Even Semester by stating their judgments in the questionnaires. In addition, they also gave their comments and suggestions toward the designed materials.

### **3. Data Collection and Research Instrument**

#### **a. Data Collection**

The data of the research were collected through observation, interviews, and distributed questionnaires. They are describe as follows:

##### **1) Data of the research and information collection**

In this step, the researcher collected the data through observations, questionnaires and interviews. Therefore, the data were in the forms of field notes, scores and interview transcripts. The scores were the percentages of the students' choices in the first questionnaires. First of all, the researcher conducted the observations. She observed the teaching-learning process in grade five. She also distributed the first questionnaires to the students. The type of the first questionnaire was multiple choices and the students were

asked to choose one or more options from several provided options. The questionnaires were aimed at collecting the data about the students' profile and needs toward the English lessons at school. To support the data, the researcher held interviews with the students. Moreover, the researcher also held an interview with the English teacher. The purpose was to obtain the teacher's profile, students' characteristics, teaching resources, teaching aids, teaching and learning activities, and the teachers' need.

## **2) Data of the experts' judgment evaluation**

In this step, the researcher collected the data through questionnaires to obtain the experts' judgment's reviews and evaluations towards the designed first draft. An English Education lecturer, some English teachers, and some students of English Education Department gave their evaluations through a questionnaire the researcher distributed. The data in this step were in the form of scores and suggestions. There was a part of questionnaire that contained of close-ended items by which they showed their agreements to the statements stated in the questionnaire. The questionnaire was in the form of *Likert Scale*. The respondents were asked to give their response of agreement towards the statements based on the scale. Each indication of the response to the statement was weighted with a score. For Strongly Agree (SS), the score is 5. For Agree (S), the score is 4. For Slightly Disagree (KS), the score is 3. For Disagree (TS), the score is 2. For Strongly Disagree (STS), the score is 1. The other part of the questionnaire was open-ended questions to which the



respondents gave their comments and feedbacks on the designed first draft of the materials.

## **b. Research Instrument**

The types of the instruments used in the study were in the forms of questionnaires, interview guidelines, and observation guide. Therefore, the data of the study were in the forms of the questionnaire result scores, percentages of the questionnaire result and interviews transcripts. The followings are the details of the instrument:

### **1) Observation guidelines**

The observation guidelines were used in the phase of designing the needs analysis to observe the English teaching and learning process. Then, the data of the observation guidelines results were in the form of field-notes.

### **2) Interview guidelines**

The interview was conducted in two separated times, to interview the English teacher and the fifth grade students of SD Negeri Piring. This interview was conducted before designing the materials. The interview guidelines were used to obtain the information on the students' needs, profiles, and interests in learning English using pictures. The result data about the interviews were in the form of interview transcripts.

### **3) Questionnaires**

There were two kinds of questionnaires, the questionnaire of the needs analysis and designed materials evaluation questionnaires. The first questionnaires were distributed to the students before designing the materials

aimed to get the information about the students' profiles, students' opinions on the English lesson they expected to have, topics they want to learn, learning media and activities they were interested in. This questionnaire was called a needs survey questionnaire. The organization of the first questionnaire can be seen in Table 1.

Table 1: The Organization of the First Questionnaire (Students' Need Analysis)

No.	Question Number	The purpose of the Questions
1.	Part A	To find the information about students' identities
2.	1-2	To find information about student's attitude to English
3.	3	To find information about topic the students interested in
4.	4-13	To find information about the kind of input
5.	14-20	To find several information about the students' interest about English learning activities
6.	21-22	To find information about the student' interest about learning style
7.	23-24	To find information about the students' learning goals and expectation
8.	25-27	To find some information about teaching resources and learning aids the students need
9.	28-30	To find some information about teacher's roles

Meanwhile, the second questionnaires were distributed to a lecturer, English teacher and several students of the English Education Department who has been teaching in some English institutions. This questionnaire was

aimed at evaluating the first draft of the materials. The organization of the second questionnaire can be figured out in Table 2.

Table 2: The organization of the Second Questionnaire (Expert's Agreement for Material Evaluation)

No.	Analyzed aspects	References	The purpose of the questions	Question numbers
1.	<b>Material</b>	Brewster (2002:151) Brewster (2002: 52, 158) Tomlinson (1998:184) Nunan (2004:174) Richards(2001:274) Brown (2001:142)	- To find some information to evaluate the relation among the materials, curriculum, and course grid - To find some information to evaluate the relation between the designed materials, aims, and the students' needs	1-6
2.	<b>Teaching / learning activities</b>	Brewster et al. (2001:52, 158-159) Cameron (30-31) Tomlinson (1998:193) Nunan (2004:174)	To find some information to evaluate the designed activities in the materials	7-12
3.	<b>Teacher and Learner roles</b>	Brown (2001:167-168) Brewster et al. (2002:52) Tomlinson (1998:193) Nunan (2004: 66, 174)	To find some information to evaluate the teacher and learner roles in the designed materials	13-17
4.	<b>Language content</b>	Richards(2001:274) Cameron (2001:72) Brown (2001:142)	To find some information to evaluate the linguistic aspect in the designed materials	18-20
5.	<b>Input / learning sources</b>	Brewster (2002: 157) Linse (2005:13) Nunan (2004:174)	To find some information to evaluate the material input in the designed materials	21-24
6.	<b>Media</b>	Brewster (2002: 157) Brown (2001:13) Linse (2005:13)	To find some information to evaluate the media in the designed materials	25-28
7.	<b>Pictures</b>	Wright (2004:2) Wright (2006:128)	To find the information to evaluate the pictures as media in the designed materials	29-30
8.	<b>Format / design</b>	Richards (2001:274) Brown (2002:13) Tomlinson (1998:192)	To find some information to evaluate the format of the designed materials	38-42
9.	<b>Teacher's</b>	Brewster et. Al	To find some information to	43-46

	<b>guide</b>	(20002: 157) Brown (2001:142) Richards (2002:276)	evaluate the teacher's guide	
--	--------------	---	------------------------------	--

#### 4. Data Analysis Technique

##### a. Data analysis of the students' need

As mentioned earlier, in order to collect the data of the students' needs, the data in the research and information collecting were gathered through the observations, interviews and questionnaires. The data were written in the form of field notes, interview transcripts, and percentages.

The field notes were analyzed to determine the teaching-learning problems and to find out what activities the students might be interested in. Meanwhile, the interview transcripts involved two respondents, the students and the English teacher. The interview transcripts were analyzed to determine the characteristics, teaching-learning activities, topics, skill, and teaching media.

The questionnaire which was distributed to figure out the students' needs in learning English using pictures was analyzed in the form of percentage. The percentage of each option in the first questionnaires was calculated by using the following formula.

$$\frac{\sum X}{N}$$

$\sum X$  = the mean

$X$  = the number of the students who have the same answer

$N$  = the total number of the students

The options with the highest percentages got the most agreement from the students. The most agreement indicated the most students' choices. After that, the options with the highest percentages were chosen as the topics, activities, and needs for the picture aided English materials.

#### **b. Data analysis of the materials evaluation**

The questionnaires were distributed to the respondents to give their agreements, comments and suggestions towards the designed materials. An English Education lecturer as a material expert judgment, some English teachers, and several English Education students were the respondents to fill in the questionnaires. The data were divided into two categories: 1) the participants' opinions in forms of scores which were listed in a descriptive statistic table and 2) the participants' comments and suggestions that were presented in sentences.

##### **1) Participants' opinion**

*Likert Scale* was used to find out participants' agreement on the developed Picture Aided English Materials. Bell (1993:139) states that scales are useful for discovering such respondents' feelings or attitude. Then, the *Likert scales* ask respondents to indicate strength of agreement or disagreement with a given statement or series of statements. The data obtained from the second questionnaires were in the form of scores. They were analyzed by using descriptive statistics.

To find out the quality of the developed Picture Aided English Materials, the researcher referred to the normal distribution by using Ideal Mean (Mi) and Ideal

Standard Deviation (SDi). According to Arifin (1991:101-103), the computation of Mi and SDi can be obtained by the following formulas:

$$Mi = - (\text{ideal highest score} + \text{ideal lowest score})$$

$$SDi = - Mi$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

Meanwhile, to find out the category of the materials designed, the researcher used the quantitative to qualitative data conversion by five scales as what Arifin (1991:102) formulates in Table 3.

Table 3: Quantitative to Qualitative Data Conversion

No	Score Range	Category
1	$X > Mi + 1,5 SDi$	Very Good
2	$Mi + 0,5 SDi < \bar{X} \leq Mi + 1,5 SDi$	Good
3	$Mi - 0,5 SDi < \bar{X} \leq Mi + 0,5 SDi$	Fair
4	$Mi - 1,5 SDi < \bar{X} \leq Mi - 0,5 SDi$	Poor
5	$X < Mi - 1,5 SDi$	Very Poor

## 2) Participants' comments and suggestions

Participants' comments and suggestions through open-ended questions from the second questionnaire were listed and analysed in the form of sentences. They were used as the basis to evaluate and revise the first draft of the materials.

## **CHAPTER IV RESEARCH FINDINGS**

### **A. Research Findings**

This chapter answers the questions in Chapter I which are the characteristics and the development of the Picture Aided English Materials for Fifth Grade Students of SD Negeri Piring. The first question is revealed from the needs analysis on the fifth grade students and their English teacher of SD Negeri Piring through observation, interviews, and the first questionnaire. After the characteristics were found, the materials were developed.

The second question is to explain how the materials are developed. There are six steps in developing the materials. They are needs analysis, planning, writing the course grid, developing the first draft of the kits, evaluating the first draft and revising and writing the final draft of the kits. The detailed figure and process of designing Picture Aided English Materials for Fifth Grade Students of SD Negeri Piring can be seen in Chapter III. Meanwhile, the results of the research findings can be figured out through each steps of designing Picture Aided English Materials for Fifth Grade Students of SD Negeri Piring.

#### **1. Designing the Picture Aided English Materials**

##### **a. The Results of the Needs Analysis**

The needs analysis was conducted through a class observation, questionnaire, and interviews towards both the English teacher and the students. The results of the needs analysis consisted of the students' profiles

and their needs and the teachers' needs as well. The results of the need analysis are described as the following.

### 1) The Students' Profiles

#### a) The Students' Identity

The needs analysis questionnaires consist of two parts. Part A is the part in which the students were asked to write down their identity (name, age, sex, daily language, and parents' occupation). The data of the students' identities can be seen in the following table.

Table 4: The Data of the Fifth Grade Students of SDN Piring

Group of Respondents	Age		Sex		Parents' Occupation	Everyday Language
	11	12	M	F		
Students of Class V	18	7	17	8	civil servant, farmer, seller, employee, driver, labour	Javanese and Indonesian

lated to the number of the students that there were more boys than girls, the English teacher admitted that was one of the teacher's obstacles in teaching English to the fifth grade students of SDN Piring. The boys were very active. When they got bored, they tended to do activities that were not related to the lessons. As a result, only some boys who had more understanding about the subject. The finding can be seen in the following interview transcript.



R : Researcher

T : Teacher

R : (...) *Untuk siswa kelas 5, karakteristik anak-anaknya seperti apa Bu?* (For the fifth grade students, what are the characteristics of the students, Miss?)

T : *Karena banyak anak laki-lakinya daripada anak perempuannya, jadi ya agak rame mbak. Sebenarnya anak-anaknya cenderung aktif, tapi kadang ya keterlaluhan. Yang laki-laki itu suka klothekan atau mainan kartu yang kartun itu. Kalau ngandani yang sini, yang sana rame. Kalau yang perempuan anteng. Dan mungkin karena kegiatan belajarnya kurang menarik, jadi mereka suka rame, belum selesai mengerjakan soal sudah ditinggal jalan-jalan atau ngobrol sama teman. Dan karena sekarang lagi musim kartu, ada juga yang sembunyi-sembunyi main kartu.* (Because there are more boys than girl, so the class is so noisy. Actually, the students are very active, but sometimes they do disruptive behaviors. For example, the boys like making noise by tapping the tables or playing cartoon cards. When I warned some of them, the other make noise. Meanwhile, the girls was so calm. I think it is because of the uninteresting activities during the lessons, so they become so noisy. When they have not been finished yet the task, they walk around the class or chat with their friends. Moreover, some of them play cards behind back.)

Appendix 2 / Interview 6

### **b) The Students' Characteristics**

After doing the observation, interviews, and distributing the first questionnaire, the researcher found four main characteristics of the fifth grade students in SDN Piring. The first characteristic was they could get bored easily with the uninteresting activities in the English teaching and learning process. Based on the class observation and interviews, the researcher found that the students were used to make a note and memorize the words taught by the teacher. It was because they did not

have any student's book to support their learning. Moreover, the teacher seldom gave any interesting activities to the students. They wanted to do various activities during the lessons such as games, group work and singing a song. The activities in the teaching learning process were monotonous. She had to teach many materials throughout the semester based on the school's based curriculum and had to write down the material on the board since the students did not have any student's book. However, from the result of the interview, the researcher found that the students get bored easily because the class activities were not interesting for them. To solve this problem, the class activities should be various and designed based on their interest to keep their interest and attention. This finding can be strengthened from the quotation of the interview transcripts.

R : Researcher

S : Student

R : (. . .) *Seneng nggak dengan kegiatan seperti itu?* (Do you like those kind of activities?)

S : *Biasa saja.* (Just so-so.)

S : *Males nyatet mbak, mengko njuk lali. Kadang ra rampung le nyatet wes dihapus gambare.* (I do not like taking a note, then I get easily forget. Sometimes, I haven't finished taking a note, the have already cleaned the board.)

S : *Nggak tertarik. Membosankan.* (I'm not interested. It is boring.)

S : *Iya, nyatet terus sama ngerjain LKS.* (Yes, we should keep taking a note and doing exercises from the LKS.)

R : (. . .) *Nah, kalau begitu, kegiatan apa yang kalian suka kalau pelajaran bahasa Inggris?* (So, what kind of activities do you like in learning English?)  
 Ss : *Yang ada permainannya.* (There should be games.)  
 S : *Yang ga usah mencatat mbak.* (No taking a note.)  
 S : *Mendengarkan cerita.* (Listen to a story)  
 S : *Membuat prakarya.* (Making craft.)  
 S : *Pengen nyanyi lagu-lagu bahasa Inggris.* (I want to sing English song)

Appendix 2/ Interview 2

R : Researcher  
 T : Teacher  
 R : *Menurut ibu, kegiatan seperti apa yang disukai anak-anak?* (Based on your opinion, what kind of activities do the students like?)  
 T : *Melihat keadaan anak-anaknya mungkin kegiatan yang menyenangkan, yang bisa menarik perhatian mereka biar mau belajar. Soalnya ada yang tidak terlalu tertarik dengan bahasa Inggris. Pernah saya ajak bermain permainan, mereka suka.* (Based on the students characteristics, maybe fun activities that attract their attention so they are willing to learn. Some of them do not interested in learning English. Once I ask them to play a game, and they like it.)

Appendix 2/ Interview 6

The second characteristic is they like pictures. Based on the interviews, the students wanted to learn English using pictures. Therefore, they wanted to have a book or media that consist of lots of pictures so that it can help them learn English easily. However, the school and the teacher could not provide those media. The finding can be seen from the quotation of the interview transcript and field notes below.

R : (. . .) *Jadi kalian suka buku bahasa Inggris yang banyak gambarnya?* (So, do you like a book that has lots of pictures?)  
 S : *Suka lah mbak, biar enggak ngebosenin.* (Yes, I do. So we are not feel bored.)  
 S : *Yang soalnya menjodohkan gambar atau mewarnai gitu.* (I want exercises on matching pictures or coloring.)  
 R : *Gambar seperti apa yang kalian suka?* (What kind of pictures do you like?)  
 S : *Gambar yang warna-warni mbak, kaya buku cerita bergambar yang ada gambar kartunnya itu lho.* (I want colorful pictures, like the one on a story book that has lots of cartoon pictures.)

Appendix 2/ Interview 1

R : Researcher  
 S : Student  
 R : (. . .) *Jadi, kalian suka yang banyak gambarnya?* (So, do you like the one that has lots of pictures?)  
 S : *Sukaaaa!* (Yes, I do!)  
 R : *Gambar yang seperti apa misalnya?* (What kind of pictures?)  
 S : *Kartun-kartun, gambar pemandangan, gambar yang bagus mbak.* (I like cartoon, scenery, the good one.)

Appendix 2/ Interview 2

R : Researcher  
 S : Student  
 R : *Kalau untuk media pembelajaran, kalian suka yang seperti apa?* (What kind of media do you like?)  
 S : *Nek aku sih seneng gambar mbak.* (I like pictures.)  
 S : *Tapi berwarna lho mbak, aku lebih suka yang gambar kartun daripada yang gambar foto kaya yang di LKS.* (But it should be colorful, I prefer cartoon to photos like on the LKS.)

Appendix 2/ Interview 1

- R : Researcher  
 T : Teacher  
 R : *Apakah ibu menggunakan gambar dalam kegiatan belajar mengajar bahasa Inggris? (Do you use pictures as media in English teaching learning process, Miss?)*  
 T : *Pakai mbak, biasanya saya nggambar di papan tulis. Soalnya nggak punya poster atau flashcard. Saya nggak sempat bikin mbak kalau di rumah. (Yes, I do. I draw pictures on board because I don't have pictures, flashcards or posters. I did not have time to make it at home.)*  
 R : *Jadi, menurut ibu, bagaimana jika anak-anak belajar bahasa Inggris menggunakan gambar? (So, in your opinion, how if the students learn English using pictures?)*  
 T : *Wah bagus mbak, bisa untuk menarik perhatian mereka juga biar lebih seneng belajar bahasa Inggris. Apalagi kalau dalam bentuk poster atau flashcard, mereka kan jadi lebih fokus, kalau gambarnya menarik mereka pasti akan lebih mudah mengingat materi pembelajaran. (That would be great. It can attract their attention so they will interested to learn English. Moreover, the pictures is in the form of posters or flashcards, they can attract them to focus on the lessons. I think, interesting pictures will help them memorize the material.*

Appendix 2/ Interview 6

Class observation Monday, May 6<sup>th</sup> 2013  
*Di depan researcher, ada dua anak laki-laki menggunakan kartu kartun monster (menggantikan makanan) mempraktekkan ungkapan likes and dislikes. Kemudian researcher berkata, "Ayo disimpan kartunya, sekarang pelajaran bahasa Inggris. Nanti lagi mainnya pas istirahat." Mereka menjawab, "Lha iyo iki nggo omong-omongan bahasa Inggris kok mbak. Wong permen e entek." Researcher menjawab, "Sebaiknya disimpan saja. Pinjam permen punya temen, kan bisa gentian."*

(In front of the researcher, there were two boys that used monster cartoon cards (replacing the foods) to practice the expression likes and dislikes. Then the researcher said, "Save your cards please, now we have English lesson. You can play it later." They answered, "We use it to practice, mbak. There are no candy left." Then the researcher said, "It would be better if you save it. You can borrow candies from your friends."

Appendix 2

The next characteristic is the students tended to like physical activities. They liked to move around since they had much energy to be pulled out, but they got very limited chances to do it. The English teaching learning activities then should facilitate them to do more physical activities as well as classical activities. This finding can be seen from the quotation of field notes and interview transcript.

- R : Researcher  
S : Student  
R : *Kalau gitu kegiatan yang kalian suka apa?* (What kind of activities do you like?)  
S : *Aku suka nyanyi mbak, pernah diajari guru lesku nyanyi bahasa Inggris yang pake gerakan. The hockey pokey.* (I like singing, once my English tutor taught me to sing a song and move. The song is hockey pokey.)  
S : *Pengennya sih kegiatan di luar kelas, seperti permainan.* (I want outdoor activities, like playing game.)  
S : *Pengen yang ada permainannya mbak, permainan satu kelas biar ga bosan.* (I want to play games, games that played by the whole students.)

Appendix 2/ Interview 2

Class observation Monday, May 6<sup>th</sup> 2013  
*Ada beberapa siswa yang belum menyelesaikan tugasnya berkeliling kelas. Berkejar-kejaran dengan temannya. Guru menegur mereka, dan meminta menyelesaikan tugas yang diberikan.* (There were some students who have not finished their task but they moved around the class. They were run with friends. The teacher warned them to stop running and then asked them to finish the task.)

R : (. . .) *Untuk siswa kelas 5, karakteristik anak-anaknya seperti apa Bu?* (For the fifth grade students, what are the characteristics of the students, Miss?)

T : Karena banyak anak laki-laknya daripada anak perempuannya, jadi ya agak rame mbak. Sebenarnya anak-anaknya cenderung aktif, tapi kadang ya keterlaluhan. Yang laki-laki itu suka *klothe kan* . . . (Because there are more boys than girl, so the class was so noisy. Actually, the students are very active, but sometimes they do disruptive behaviors. For example, the boys like making noise by tapping the tables . . .)

Appendix 2/ Interview 6

## 2) The Descriptions of the Students' Needs

The needs of the students in this research study were obtained by a questionnaire and interviews with the students of the fifth grade and the classroom teachers. The questions were about their opinions, interests or preferences in learning English specifically in learning using pictures. For several numbers, the students were allowed to choose more than one option. In addition, the two highest percentages of the students' options were considered representing the students' choices. The following table presents the data of the target needs analysis based on the first questionnaire.

Table 5: The Result of the Students' Needs Analysis by Percentage

No.	Purpose of question	Question number	Statements	Percentage
1.	To find information about students' attitude in learning English	1	They liked English lesson.	40%
			They quite liked the English lesson.	60%
		2	They considered that English was fun.	60%
			They considered that English was quite fun.	28%
			They considered that English was not fun.	12%

(continued)

(continued)

2.	To find some information about students' need	3	They wanted to learn about daily activities.	14.6%
			They wanted to learn about public places.	17.3%
			They wanted to learn about food and drink.	26.6%
		4	They liked learning English by listening to the teacher.	32%
			They did not like learning English by listening to the teacher.	56%
		5	They liked learning English through songs.	40%
			They quite liked learning English through songs.	56%
		6	They liked learning English through texts.	56%
			They quite liked learning English through texts.	32%
		7	They liked learning English through pictures.	100%
		8	They preferred photos.	12%
			They preferred cartoon pictures.	88%
		9	They preferred colorful pictures.	100%
		10	They liked stories or texts combined with illustration.	80%
		11	They did not like learning English only using texts.	80%
		12	They liked learning English using text combined with pictures.	80%
		13	Pictures help them to learn English.	100%
		14	They preferred to do exercises in English learning activity.	18.6%
			They preferred to listen to their teacher in English learning activity.	8%
			They preferred to have discussion in English learning activity.	14.6%
			They preferred to play games in English learning activity.	25.3%
			They preferred to sing in English learning activity.	12%
			They preferred to listen to stories in English learning activity.	9.83%

(continued)



(continued)

		15	They liked play games in English learning activity.	100%
		16	They wanted to do listening and do instructions in listening activities.	26%
			They wanted to do listen and match in listening activities.	30%
			They wanted to do listen and give sign in listening activities.	16%
		17	They wanted to do role play in speaking activities.	40%
			They wanted to do survey in speaking activities.	28%
		18	They wanted to do read and answer questions in reading activities.	20%
			They wanted to do read and decide true or false in reading activities.	30%
			They wanted to do read and orange the pictures in reading activities.	28%
		19	They wanted to do write down the name of things in writing activities	56%
			They wanted to do arrange the words into sentence in writing activities.	36%
			They wanted to do write and arrange sentences in writing activities.	20%
		20	They wanted to do matching pictures with words in learning vocabulary.	64%
		21	They preferred to work in groups.	80%
		22	They did not want to be pairs with other gender.	80%
		23	They learned English because they want to be able to speak English.	44%
		24	The students learned English because they have to learn it at school.	20%
			The students wanted to master speaking after learning English.	96%
		25	They wanted to learn English using pictures.	44%
		26	They wanted to learn using realia.	20%
			Pictures helped them learn English.	50%

(continued)

(continued)

3.	To find some information about teacher roles	27	Texts helped them learn English.	20%
			The students did not like learn using LKS.	60%
		28	The students liked to be observed by the teacher.	60%
		29	They did not like to the teacher who stand all the time in front of the class.	44%
		30	They liked to be helped by the teacher in all activities.	80%
		31	They did not like the teacher who often left the class and did not care.	60%

There were thirty questions that related to some elements such as students' profile, students' attitude, kinds of input, students' interest, teacher roles and the use of pictures. The researcher developed some questions for each element. The description of the results table of needs analysis can be seen as follows.

Based on the result of the questionnaire, there was no significant differences between the students who liked the English lesson and the students who quite liked the English lesson. It was proved that 60% of the students liked the English lesson and the rest admitted that they did not like much about the English lesson (40%). It was also influence their attitude towards the English lesson, 60% of the students considered that the English lesson was fun. Meanwhile, 28% of them chose the answer which showed that English lesson was quite fun and the rest was not too fun.

The data also showed that the students did not like learning English by listening to the teacher. There were 56% of them that chose this option. They were also asked about preferences in learning English through songs, texts, pictures and games. The results were 40% students liked learning English through songs, 56% students liked learning English using texts, and 100% students liked learning English through pictures and games.

Related to the preferences about pictures, most of the students preferred colorful cartoon pictures. They did not like learning English using text only. The students who voted the statements that they wanted stories or texts combined with pictures illustration were 80%. All students agreed that pictures help them to learn English.

Related to what the students wanted to do during learning English, 25.3% students preferred to play games in English learning process. Also, they preferred to do exercises in the English learning activities (18.6%). There were also some students who wanted to have discussion and sing English song with percentage of 14.6% and 12%. For listening skill activities, 26% students wanted to do listen and do instructions. Meanwhile, there were 30% students wanted to do listen and match in listening activities. Then, in speaking skill activities, students with percentage of 40% wanted to do role play and 28% students wanted to do survey related to the speaking skill activities. In reading skill activities, they wanted to do true or false exercises with the percentage of 30%. Meanwhile, 28% students wanted to do read and arrange pictures. In writing skill activities and 56%

students wanted to do write and names things exercises. 36% students wanted to do arrange the words into sentences. In order to learn vocabularies, 64% students wanted to do matching pictures with the words activities. Related to the students' preference to work do the English exercises, most of the students preferred to work in groups (80%) and they did not want to be pairs with other gender.

In addition, based on the data, about the learning goal and expectation, the students learned English because they wanted to be able to speak English (44%). Then, there were 20% students learned English because it was one of the school subjects. Moreover, the English skill that they wanted to master after learning English, 96% students preferred to master speaking skill. Although speaking skill was the option that had the highest percentage and considering that pictures can be used for teaching all skills, the researcher designed the materials that cover four skills.

Going into detail through the questionnaire, the students were asked to choose kinds of media they preferred to. Both the students and the teacher admitted that they lacked media to teach-learn English. In order to meet the needs towards the media, the designed materials also included media for doing the activities. The students were asked to choose kinds of media they preferred to. The students were allowed to choose more than one media to be used. Most of the students preferred to use pictures (44%) and real things or realia (20%) for the media. Meanwhile, from their opinion towards the media that help them the most in learning English were pictures (50%) and

texts (20%). Because they did not have any student's course book, their sources in learning English was only from the *LKS*. Then, the result of their opinion about learning English using *LKS* were 60% of them did not like to learn English using *LKS*. Based on the data from the result of the questionnaire, the students liked to be helped and observed by the teacher while doing the task. They wanted a teacher who did not only stand in front of the class or often left the class during the lessons

The students were also asked to give their suggestions about the theme of the English materials they wanted to learn. The result obtained from the three highest percentage; 14.6% students wanted to learn about daily activities and 7.3% of the students preferred to learn about public places. Then it was followed by food and drink about 26.6% of the students vote for.

Based on the interviews with the students and the English teacher, pictures are considered as important media for English teaching-learning process. The picture aided English materials should use pictures as the main input, media and parts of activities to help the students in learning English. Furthermore, the students need learning materials that are suitable for their characteristics. In addition, the materials should cover the students' needs. Pictures are able to aid the students to have interesting, interactive and communicative English learning activities. Thus, picture aided English materials were design for the fifth grade students of SDN Piring to learn English.

### 3) The Teachers' Needs

The conclusion that can be drawn based on the interviews was that the teacher wanted to provide pictures for students to learn English. The teacher liked using pictures in the teaching and learning process, but she did not have many references for them. She also realized that drawing or writing the materials on the blackboard was taking too much time. She needed pictures which were interesting and easy to use. The following transcript interview with the teacher shows the teacher's obstacle to provide pictures in the classroom.

- R : Researcher  
T : Teacher  
R : *Apakah ibu menggunakan gambar dalam kegiatan belajar mengajar bahasa Inggris?* (Do you use pictures in English teaching learning activities, Miss?)  
T : *Pakai mbak, biasanya saya nggambar di papan tulis. Soalnya nggak punya poster atau flashcard. Saya nggak sempat bikin kalau di rumah. Sekolah punya gambar dan poster tapi tidak lengkap dan tidak sesuai dengan materi kelas 5.* (Yes, I do. I draw pictures on board. I don't have pictures, flashcards or posters. I did not have time to make it at home. The school only have limited available pictures but it does not suitable with the fifth grade material.)  
R : *Apakah di dalam buku-buku yang ibu miliki ada gambar yang bisa difotokopi, misal flashcards atau poster?* (Are there any photocopyable pictures like flashcards or posters on your book?)  
T : *Tidak ada mbak. itulah sebabnya saya harus menggambar atau menuliskannya di papan tulis.* (No, there are no flashcards or posters. That is why I should draw the materials on the blackboard.)

Appendix 2/ Interview 6

The teacher realized that the students liked learning activities that easy to be understood and memorized. In fact, the students did not have any course book. They only had *LKS* as the main source of their learning

activities. However, the *LKS* did not facilitate their needs. Because of the limited available media and book, the teacher transferred the materials by wrote or drew the materials on the blackboard. She expected to have a book that can facilitate the students' needs.

#### **b. The Course Grid**

Course grid was made based on the result of need survey. It was used for guiding the materials development. The course grid was written based on the standard of competence, basic competences, and the result of the need analysis. It is presented under the heading of theme, basic of competency, indicators, learning materials, learning activities, students' activities, teacher activities, and media. The organization of the course grid can be seen in the following table.

Table 6: The Course Grid Format

Theme	Basic Competency	Indicators	Learning Materials	Teacher`s Activities	Students` Activities	Teaching Aids
-------	------------------	------------	--------------------	----------------------	----------------------	---------------

The topics were chosen from the needs analysis results. It based on the themes that the students chose the most on the questionnaire. The basic competences were taken from 2006 curriculum for the fifth grade students of even semester. The indicators are derived from the points that indicate whether or not the students can accomplish the goal of the lesson that is drawn in the basic of competences. Next, the materials that would be taught to the students. It included the example of expressions related to the indicators. Next element was students' activities that described students'

actions during the teaching and learning process. The next element was teacher's activities. It described the teacher's actions during the teaching and learning process. The last element was the media. They could be tools for the teacher for presenting the materials and the activities including playing games or doing exercises. The detail of the course grid can be seen in the Appendix 3.

**c. Materials Design**

**1) Designing the First Draft of the Picture Aided English Materials, Teacher's Guide and Media**

Picture aided English lessons materials for fifth grade students of SD Negeri Piring comprised a workbook for the students, the teacher's guide and the media. After the course grids had been written, the researcher began to design the workbook for the students. The materials in the student's workbook were developed into three units. In Unit 1, "What Time is It?" the students learn the expressions of telling the time and make simple memo. In Unit 2, "I Want Cake" the students learn the expressions of asking desire, expressing desire, asking about likes, expressing likes and dislikes. In Unit 3, "Where is the bank?" the students learn the expression of asking and giving directions. There are many pictures of the situations which are used to help students understand the materials. Moreover, the use of games and songs makes the materials more interesting for young learners.

Next, it was followed by designing the teacher's guide the teacher would use. The teacher's guide presents the detail steps of each



class activities in the teaching and learning process. Besides that, the teacher's guide also provides information about the procedures to use the materials and media during the lessons. The information of teaching steps or activities assisted the teacher to use the workbook appropriately.

In addition, to facilitate the teaching and learning activities, the media are also provided. The information on how to use the media is presented in the teacher's guide. The media that are provided are based on the teacher's and the students' needs. The teacher and the students need pictures that are interesting and easy to use. Therefore, the media are in the form of flashcards, realia, maps, paper puppets and stickers. These media also facilitate the teaching and learning in order to make the teacher's explanation clearer and more interesting for the students. If the teaching and learning process is more interesting, it can be expected that the students' motivation and attention can be improved.

## **2) The Descriptions of the First Draft of the Materials**

There were three units on the developed materials. The theme was taken from the greatest percentage of the theme the students had chosen through need analysis questionnaire. Each unit was comprised of a series of four English skills, i.e. Listening, Speaking, Reading and Writing. Each unit was formed into activities. The activities presented

the teaching steps which included Presentation, Practice and Production.

At the presentation stage, commonly, the pictures became learning input or the model of the materials that the students would learn about. The teacher gave presentation about the materials using pictures. Before delivering the materials, the teacher did warming up activities to set the students' mind under the topic. The teacher asked some questions that were related to the topic. Then, the teacher could begin to introduce the words or expressions to the students were going to deal with.

At the practice stage, the students were asked to practice the materials they have learnt. They did some exercises games in order to check their understanding about the materials. Most of the materials were picture aided and helped by the teacher guidance. Moreover, the reason why the researcher designed games in the practice stage was based on the needs analysis result in which the students stated that they like playing games. Through games, the students could practice the materials in groups or pairs.

At the production stage, the students were asked to do such follow up activity. They had to produce language creatively without any further guidance from the teacher. Then, the teacher could assess the students' mastery towards the materials they had learnt. The outline

of the designed materials can be seen in the following table, while the detailed descriptions of each unit can be seen after the table.

Table 7: The Outline of Designed Materials

Topic	Skill	Material	Media
Unit 1 What time is it?	Listening	Telling the time	Realia in the form of clock
	Speaking	Ask the time, telling the time, daily activities vocabulary	Daily activities flashcards, clock flashcards, paper puppets or hand puppet
	Reading	Simple memo	Realia in the form of simple memo

(continued)

(continued)

	Writing	Simple memo, daily activities vocabulary	Realia in the form of simple memo, daily activities flashcards
Unit 2	Listening	Asking desire, expressing desire, food and drink vocabulary	Food and drink flashcards, paper puppets or hand puppet
	Speaking	Asking about like, expressing likes and dislikes, Asking desire, expressing desire, food and drink vocabulary	worksheet survey game, menu board and small food and drink flashcards, paper puppets or hand puppet
	Reading	expressing likes and dislikes, expressing desire, food and drink vocabulary	Food and drink flashcards
	Writing	expressing likes and dislikes, food and drink vocabulary	Food and drink flashcards
Unit 3 Where is the bank?	Listening	Asking and giving direction, public places vocabulary	Public places flashcards, paper puppet or hand puppet
	Speaking	Prepositions	Prepositions flashcards, map cards, information gap maps

	Reading	Prepositions, public places vocabulary	Map with instructions
	Writing	Prepositions, public places vocabulary	Public places flashcards

#### **a) Detailed Description of Unit 1**

Unit 1, entitled “What time is It?” was about telling the time the students could study. Related to the school based curriculum the school had, the theme of this unit was daily activities. This unit covered four English skills that the students could learn, i.e. Listening, Speaking, Reading and Writing. Since the materials were mainly picture based, each skill was comprised of pictures. Pictures became the mainly materials sources or input the students could use. The specified descriptions of each skill in the unit 1 are described as below.

##### **(1) Listening**

There were 4 activities in this section. As the basic competence of the even semester for the fifth grade states *“Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah.”* the indicator allowed the students to respond the instruction by choosing the right pictures based on the instruction given, acting the clock hands rightly, drawing the clock hands based on the instructions. In this section also provided some expression related to telling the time. The key vocabularies in this

unit are related to the expressions of telling the time such as number *1 to 12, half past, a quarter past, a quarter to.*

In the presentation stage, activity 1, the teacher allowed to use realia to introduce the expression of telling the time to the students. The example of telling the time expression presented in students' workbook. The example of telling the time expression and the realia could be figured out in the following figure.

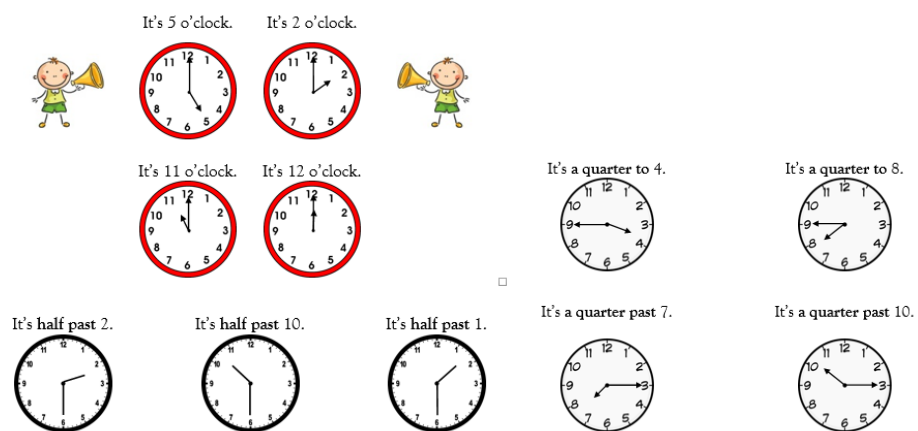


Figure 7: Telling the time expressions



Figure 8: Realia

The realia was such clock made from cardboard. The diameter size is about 25 cm. In addition, it was also comprised with clock hands that can be moved around. Both the teacher and the students could use the realia to practice the expression of telling the time. For instance, in the presentation stage, the teacher give example of the expression of telling the time, then asked the students to repeat after the teacher.

In activity 2, the objective of the activity were the students were able to to respond to the instructions correctly. Here, the students were asked to listen and give number to the right pictures based on the instruction given. In this activities, the students were expected to work out with the example of the instructions. They could respond to the instructions appropriately by giving number to the right picture. This activities comprised the pictures of clocks that the students should choose in order to give the right answer. The full activity 2 can be seen in Appendix 4. The next activity was students should act as a clock, they usd their hands as clock hands in order to respond to the instructions. Together with the teacher, students made actions based on the instructions from the teacher. The last activities was the students were asked to draw the clock hands based on the instructions given without the teacher's guidance. The task was used to check the students' mastery in responding to the instructions they

had already learned. Colorful pictures were used to make the activity more interesting for the students

## **(2) Speaking**

The goal of this section was students were be able to use the expressions of asking and telling the time. The basic competence of *Speaking* for fifth grade in the even semester was “*Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.*” Related to the daily activities theme, the key vocabulary they should learn such as *get up, take a bath, breakfast, go to school, lunch, do homework, play, dinner and go to bed.* The indicators of this skill were students could use the expressions of asking and answering the time to their friends. The main input was daily activity flashcards and the expressions of asking and telling the time were delivered through dialogue using paper puppets or hand puppet. Using flashcards and presenting the dialog with paper puppets helped the students to memorize the material easily. It was because they were not only get input from the teacher’s explanation but also visually in the form of pictures. By using pictures, they can directly see and think. Pictures will motivate the students to focus on the materials taught.

The first activities of this unit was singing a chant. The chant “What time is it? is related to the topic. The chant consisted of useful language content that were related to the expressions such as “*What*

*time is it? It's 5 o'clock.*" It was very useful to facilitate the teacher to introduce the language expressions. Thus, the teacher firstly had to give the example of the chant by singing it. After that, she asked the students to sing the chant together in several times until all of the students could sing the chant well. By repeating the chant, the students will unconsciously memorize the expressions. The following figure is the example of the chant.

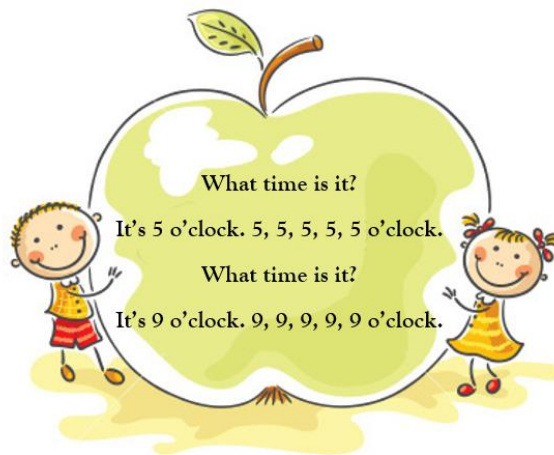


Figure 9: The "What time is it?" chant

The next activity were still related to presentation stage. The teacher introduced the expressions of asking and telling the time through dialoue. After that, the vocabulary of daily activities were also presented.

Since the students wanted to learn English through games, the materials also provided a game to improve their skill in learning. In this section, the students played a game named "*Clock*" game. In this game, the students practiced to use the expressions of asking and



telling the time using clock flashcards with the teacher's guidance. In order to facilitate the students interest in learning speaking by doing such survey, the next activity was the students do "*Survey*" game. In this section, the students did survey to their friends related to their daily activities without any further guidance from the teacher. Then, they should complete the worksheet based on the information they got from the survey.

### **(3) Reading**

Memo in the form of realia was the mainly input in this section. This realia helped the teacher in presenting the materials. She did not need to write down the materials on the blackboard. The following figure is the sample of the realia memo.



Figure 10: Realia memo

In presentation stage, the teacher gave an example of simple memo and its parts. There were four parts of the memo, i.e. Date, Recipient, Content, and Sender. The teacher and the students identified the parts of memo using realia.

In the practice stage, the students were asked to do some exercises related to the material given. Activity 2 were asked the students to identify the parts of memo. There were some memos and its parts. The students had to complete the parts of memo from the memos on each number. The students could discuss the answer with their friends. For the next activity, the students had to arrange the parts of the memo into the right order and write them in the worksheet. The teacher should guide them in completing the task. The last activity was the production stage, the students were asked to read their memos in activity 3 in front of the class. The teacher assessed the students' work. If there was any mistake, the teacher should correct it. The example of activity 3 can be seen on the following figure.

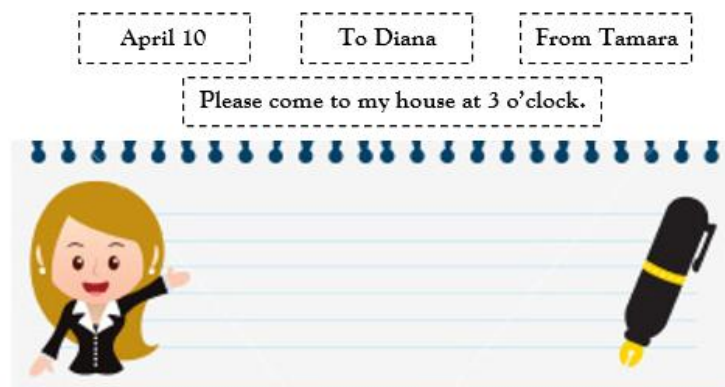


Figure 11: Arrange the memos activity

#### (4) Writing

Just like in the previous materials, the students learnt about the memos and daily activities. This activity were based on the basic

competence of *“Menyalin dan menulis kalimat sangat sederhana dengan tanda baca yang tepat.”* As the indicators, the students were expected to be able to write memos based on the information given and write their daily activities. The first activity was the students were asked to make memos based on the information given. The students did this activity in pairs. The teacher guided the students in doing the exercises. After doing this activity, to make the students more confident in making memo, the students were asked to write a simple memo for their friend. They could choose some topics like asking their friends to come to have dinner, to do homework or to play together.

The next activities were related to the students’ interest towards cartoon programs they were used to seeing. In this activity, the students were asked to write the description of the TV schedule. The last activity were writing daily activities. There were example on how to write the daily activities. The students did this activity individually. They wrote the activities based on what they usually do in their real life. To make the students easier to describe their daily activities, some pictures of daily activities were provided. The pictures were used as guidance in their writing process.

#### **b) Detailed Description of Unit 2**

In choosing the theme for Unit 2, the researcher considered the students’ preference of the topics they wanted to learn. So, the

topic in unit 2 was about food and drink. The topic in the second unit was entitled "*I Want Cake.*" The learning goals were responding to instructions, asking desire, expressing desire, asking and expressing like and dislike. The main learning sources were flashcards and dialog that were demonstrated by paper puppet. In addition, there were also a role play activity and games. PPP technique were used in developing the materials.

### (1) Listening

There were four activities the students should accomplish in this section. The skill followed the basic competence in the curriculum which states “*Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah.*” Here, the student were expected to be able to respond to the instruction by showing the right pictures based on the instruction given.

In the presentation stage, the teacher gave example of food and drink using flashcards. After that, the teacher used paper puppets to introduce the expression of asking desire and expressing desire. The example of the dialogue can be seen in the following figure.



Figure 12: The dialog of asking and expressing desire

In activity 2, the teacher asked the students to play “Whispering” game. The students were divided into four groups. Every group had to make a line to play this game. Every leader of the groups got an expression from the teacher. They had to give the expression to one of the members of the groups. After that, the members had to give the expression one by one and the member who standing the end of the line had to respond to the expression by

taking the flashcard of the thing mentioned. The group which was the first in responding the expression was the winner of the game. There were several reasons for using this game. Firstly, the game offered some strength to be used for listening activity. Secondly, it is contained the expression that the students continuously say during the game.

After doing the game activity, the students were asked to work individually with the teacher guidance. Activity 3 was the listen and match activity. The teacher say about someone who wanted to eat something. Then, the students should match the name with the picture.

In the last activity, the students were asked to listen to the teacher's description about someone who want to eat something. The students should write down the name of the person below the pictures of food and drink. This activity was used to check whether the students had already understood the expressions or not.

## **(2) Speaking**

Considering the basic competence of speaking in curriculum (*Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi*), this section was enabling the students to express like, dislike, and desire. Then, since the topic was food and drink, so that the expressions were related to food and drink.

In the presentation stage, the students saw their teacher give examples of the expressions of like and dislike using paper puppets. After that, they were asked to play “*Survey*” game. The students were asked to do survey to their friends about what they like and dislike. There were a list of food and drink in the form of picture in the students’ worksheet. The list was in the form of picture because the students were intended to memorize the food and drink vocabulary. There were several reasons why the researcher used this game. Firstly, this game would make the students physically active, it would keep the students to focus on the lesson. Next, the game contained so many repetitions about expressions of asking and expressing like and dislike. Hence, the students could practice the expressions in fun way.

In activity 3, the students were asked to do a role play named “*Restaurant*”. The goal of this activity was the students were able to use the expressions of asking and expressing desire. The students were divided into several group. Then, the teacher gave a set of menu board and small flashcards to the students. After that, they act like they were in the restaurant ordering food and drink using the expression of asking and expressing desire.

The last activity was “*Memory*” game. This game gave opportunity for the students to produce their language without the teacher’s guidance. In this production stage, the students were asked

to memorize their friends' desire. This activity was done in pairs. The students asked about what their friends want to eat or drink and memorize them. After that, they should tell the information in front of the class and show the pictures of the things they mentioned. The game can be described through the following figure.

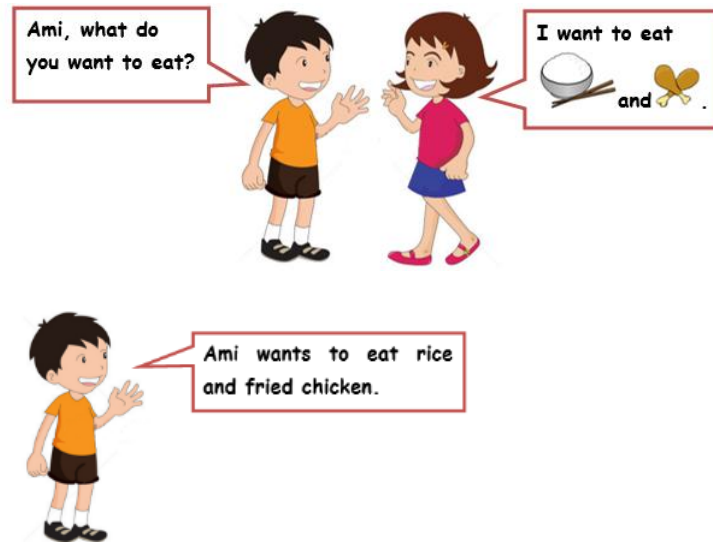


Figure 13: "Memory" game

### (3) Reading

This reading activities were based on the basic competence of *"Memahami kalimat tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima."* Meanwhile, the goal of this section was the students were able to identify the food and drink vocabulary and identify the description of certain statements. Most of the activities in this section were picture aided.

In Activity 1, the students were asked to match the words with the correct pictures. This task was used for the students to review the students' vocabulary mastery about food and drink they



had studied before. Then, the following figure is the example of the activity

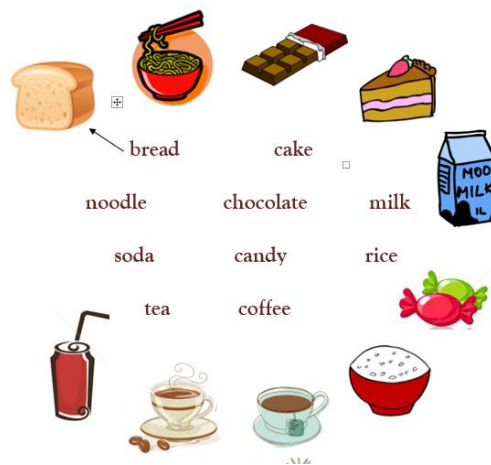


Figure 14: Activity of matching the words with the picture

In activity2, the students were asked to find ten words related to food and drink in the box. They did the exercises in pairs. In activity 3, the read and write the name, the students were asked to read the descriptions below the pictures. Then, they had to name the pictures based on the description. In this activity, the teacher gave guidance to the students. In the last activity, the students were asked to identify whether the statements were true or false based on the pictures. There were pictures and statements in this task.

#### (4) Writing

This skill was based on the basic competence of “*Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat.*” Just like the reading materials, the students learned about the food and drink vocabulary. The students were expected to be able to write the English words and simple

sentence that are related to the food and drink. Most of the activities in this section were also picture aided.

In the first activity, there were some jumbled letters and its pictures, the students had to arrange those jumbled letters into the right order based on the pictures. The next activity were completing the crossword puzzle. There were pictures as guidance to fill in the puzzle. The example of crossword puzzle can be seen in the following figure.

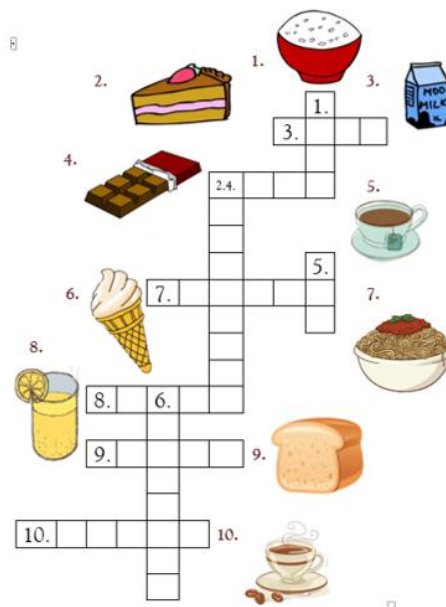


Figure 15: Example Crossword puzzle

In the next task, the students were asked to arrange the jumbled words into a good sentence. The students did this activity in pairs. The last activity were making a sentence based on the pictures. There were pictures of children with dialog box containing food and drink pictures. The students were asked to describe what the child

thought into a sentence. An example on how to make the correct sentences were also provided.

### **c) Detailed Description of Unit 3**

Unit 3 was discussing about public places and directions. This unit provided a song and some games. Indeed, all the activities were picture aided. Through this unit, the students were expected to be able to respond the instructions, use the expressions of asking for and giving directions and use prepositions in giving directions. Moreover, this unit were also compiled with media both the teacher and the students could use in the teaching and learning process. In addition, similar to the other units, this unit also embraced four English skills, i.e. listening, speaking, reading, and writing. The further detailed information about each skill can be figured out in the following descriptions.

#### **(1) Listening**

The listening section in this unit used “One Little Finger” song. The goal of this section was the students were expected to be able to respond the instructions by showing the right pictures. The key vocabularies in this unit are related to the expressions of asking for and giving directions and public places such as school, bank, post office, hospital, mosque, drugstore, zoo, railway station, market, turn right, turn left, and go straight. The flashcards were the mainly media to this materials in this section.

In the presentation stage, the teacher gave example on how to sing the song while acting to point out the directions. After that, the teacher asked the students to sing the song together. Next, the teacher used flashcards to introduce new vocabulary of public places and directions. These pictures were designed without the words written on them. It was expected that the students could directly see, think and memorize the words without read them.

Then, in activity 3, the students were asked to respond the instructions by sticking the stickers based on the instructions given. The media of this activity were a map and stickers. The students would hear the instructions from the teacher. Then, the students should respond to the instruction by sticking the stickers to the right places. The last activity was listening and guessing the places. The student also listen to the teacher's direction to go to some places. Then, they followed the directions to find the places. They did the activity individually. After finishing the activity, they should submit their work to the teacher. The detailed of activities can be seen in the appendix 4.

## **(2) Speaking**

This section was based on the basic competence of *“Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur memberi aba-aba dan memberi petunjuk.”* The learning goal was the students were expected to be able to use the expressions of asking for and giving directions and use the

prepositions to give directions to certain places. There were also a game and information gap activity in order to make the students interested with the lesson and then they keep to focus on the lesson. Flashcards were the main media of this learning activity. There were also map cards and information gap map as media to facilitate the games activity.

In order to obtain the goal, this section provided a game entitled “*Guessing*” game. The game contained the expressions using preposition. First, the teacher explained the procedure and give example on how to do the game. The students would use the yes or no questions to guess the place. They did the game in pairs. The teacher gave a map to each group and stick a sticker of public places on each students’ back. The students who got the sticker on their back should try to guess the word by asking yes or no questions to their partner. The example on how to play the game can be seen in the following figure.

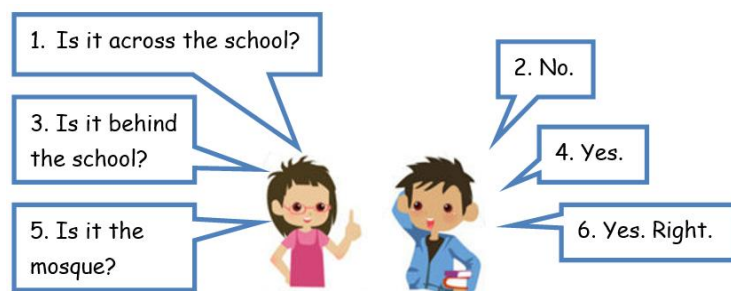


Figure 16: “Guessing” game

In the next activity, the students were asked to do information gap activity. They did the activity in pairs. The teacher gave two

different map to each group. The students were asked to complete their own map by asking to their friend. In the last activity, the students were asked to give directions to a certain place without any guidance from the teacher. However, the teacher still decided the starting point and the place. This task was proposed to check the students' mastery in producing the expressions containing preposition to give directions to certain places.

### **(3) Reading**

This reading activities were based on the basic competence of *“Memahami kalimat tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.”* Meanwhile, the goal of this section the students were able to identify the name of public places and identify the description of certain statements. A game included at this activity to refresh the students' mood and gain their interest towards the lesson. Most of the activities in this section were picture aided.

In Activity 1, the students were asked to match the words with the correct pictures. This task was used to review the students' vocabulary mastery about public places they had studied before. Moving on the second activity, the students were asked to find the public places words. In this activity, there was a box full of letters. There were some public places and prepositions vocabulary in it. In activity 3, the students were invited to play “Where I am” game. The teacher divided the students into several groups. Then, she gave the

media of the game to the students. Firstly, the teacher gave the example on how to play the game. Then, the students followed it. The procedure and the media of the game could be seen in the appendix. In the final task, the students had to read the description of the map and decide whether the statements were true or false based on the pictures. In this activity, the teacher could check the students' understanding about the use of prepositions.

#### **(4) Writing**

Because the learning goal was students were to be able to write the words they had learned correctly, this section provided tasks which required the students to review the vocabulary about public places and directions they had studied. The first activity of this section asked the students to arrange jumbled letters into meaningful words related to the public places. This activity was proposed to check the students' ability to identify the spelling of the public places words. After finishing first activity, the students were still asked to work out with the spellings of public places. In the next activity, the students were asked to complete the crossword puzzle. There were pictures as guidance to fill in the puzzle.

The next activity were used to check the student's understanding in using prepositions. The students were asked to fill in the blank with correct preposition based on the map given. In the last activity, the students were asked to write sentences based on the map given. The task provided an example of how to make a correct

sentence. This task was proposed to check the students' mastery in writing sentences with prepositions.

## **B. Expert Judgment**

After designing the materials, the next step was evaluating the first draft of the materials. Thus, the researcher asked the experts to evaluate the designed materials by filling in the second questionnaire. There were a lecturer and seven English teachers involved in giving comments and suggestions towards the materials. The list of the respondents can be seen in the table below.

Table 8: The Data of the Respondents

Group of Respondents: English teachers and a lecturer					
Sex		Educational Background		Teaching Experience (years)	
Male	Female	UG	PG	2-4	>4
2	6	7	1	3	5

Notes:

UG : University Graduate

PG : Post Graduate

The result of the questionnaires was divided into two types of data. They were quantitative and qualitative data. The quantitative data were from the participants' opinions, while the qualitative ones were from the participants' comments and suggestions on the developed materials.

### **1. The Respondent's Response of Agreement**

The respondents' response of agreement determined the materials. Their answers would figure out whether the materials were appropriate for the target students or not. Thus, the Likert-scale was used to measure the respondents' agreements towards the materials which were then scored. Then, the mean of the



scores of would be calculated in order to categorize the quality of the designed materials.

The designed materials were evaluated based on some aspects, i.e. material, teaching/learning activity, language content, teacher and learner's role, material input/learning sources, media, pictures, materials format/design, and the teacher's guide. The total mean scores of agreements towards those aspects were found out to see the quality of the designed materials. The table below is the results of the mean of each aspect.

Table 9: The Mean of Each Aspect

No	Aspects	Mean
1.	Material Aspect	22.8
2.	Teaching and Learning Activity Aspect	26.50
3.	Teacher and Learner Role Aspect	21.63
4.	Language Content Aspect	13.38
5.	Input/learning sources Aspect	18.63
6.	Media Aspect	18.63
7.	Pictures Aspect	40.0
8.	Format/design Aspect	22.25
9.	Teacher's Guide Aspect	17.50

Figuring out the total scores and mean of each aspects of materials evaluation, the next step was defining the Ideal Mean (Mi) and Ideal Standard Deviation (SDi) in order to classify the mean as the formulas proposed by Arifin (1991:101-103) (See Chapter 3). The table below is the scores of Mi and SDi.

Table 10: The Ideal Mean and the Ideal Standard Deviation

Aspects	Number of Statements	Ideal highest score	Ideal lowest score	MI	Sdi
<b>Material</b>	6	30	6	18	6
<b>Teaching Learning Activity</b>	6	30	6	18	6
<b>Teacher and Learners Role</b>	5	25	5	15	5
<b>Language Content</b>	3	15	3	9	3
<b>Input / Learning sources</b>	4	20	4	12	4

<b>Media</b>	4	20	4	12	4
<b>Pictures</b>	9	45	9	27	9
<b>Format/design</b>	5	25	5	15	5
<b>Teacher's guide</b>	4	20	4	12	4

After getting the Ideal Mean and the Ideal Standard Deviation, the next step was to make the classification of the mean based on Table 3 (quantitative to qualitative data conversion) in Chapter III to know the category of the materials.

The result is presented in Table 11.

Table 11: Quantitative to Qualitative Data Conversion

<b>Category Aspect</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very Poor</b>
<b>Material</b>	$X > 27$	$21 < \bar{X} \leq 27$	$15 < \bar{X} \leq 21$	$9 < \bar{X} \leq 15$	$X < 9$
<b>Teaching Learning Activity</b>	$X > 27$	$21 < \bar{X} \leq 27$	$15 < \bar{X} \leq 21$	$9 < \bar{X} \leq 15$	$X < 9$
<b>Teacher and Learners Role</b>	$X > 22.5$	$17.5 < \bar{X} \leq 22.5$	$12.5 < \bar{X} \leq 17.5$	$7.5 < \bar{X} \leq 12.5$	$X < 7.5$
<b>Language Content</b>	$X > 13.5$	$10.5 < \bar{X} \leq 13.5$	$7.5 < \bar{X} \leq 10.5$	$4.5 < \bar{X} \leq 7.5$	$X < 4.5$
<b>Input / Learning sources</b>	$X > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$X < 6$
<b>Media</b>	$X > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$X < 6$
<b>Pictures</b>	$X > 40.5$	$31.5 < \bar{X} \leq 40.5$	$22.5 < \bar{X} \leq 31.5$	$13.5 < \bar{X} \leq 22.5$	$X < 13.5$
<b>Format/design</b>	$X > 22.5$	$17.5 < \bar{X} \leq 22.5$	$12.5 < \bar{X} \leq 17.5$	$7.5 < \bar{X} \leq 12.5$	$X < 7.5$
<b>Teacher's guide</b>	$X > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$X < 6$

Considering the calculation of the quantitative data conversion and the means, each aspect of the picture aided English lessons materials evaluation could be classified into the following category.

Table 12: The Category of Each Aspect in the Picture Aided English Materials Based on the Second Questionnaire

No	Aspects	Mean	Category
1.	Material	22.8	Good
2.	Teaching Learning Activity	26.50	Good
3.	Teacher and Learners Role	21.63	Good
4.	Language Content	13.38	Good
5.	Input / Learning sources	18.63	Very Good
6.	Media	18.63	Very Good
7.	Pictures	40.00	Good
8.	Format/design	22.25	Good
9.	Teacher's guide	17.50	Good

Based on the Table 12 above, it could be figured out that the material aspect was categorized into good since the calculated mean was more than 21 or less than 27. Then, the teaching learning activity was considered as good as well as the calculated mean was more than 21 less than 27. Thirdly, the teacher and learners roles aspect was also classified as a good category because the calculated mean was more than 17.5 or less than 22.5. Next, the language content was also good as the calculated mean was more than 10.5 or less than 13.5. The input/ learning sources was also considered as very good since the calculated mean was more than 18.

For the next aspect, the media was classified as very good because the calculated mean was more than 18. Moreover, the picture aspect as the base of the designed materials was considered as good as well since the calculated mean was more than 31.5 or less than 40.5. The next aspect, book format/design was also categorized as good as the calculated mean was more than 17.5 or less than 22.5.

The last aspect was the teacher's guide. It considered as good as well since the calculated mean was more than 14 or less than 18.

## **2. The Respondent's Comments and Suggestions**

Not only giving their responses of agreements on the provided statements, the respondents also gave their comments and suggestions about the developed materials in part B. The questions were about the respondents' opinion towards the designed materials, the weaknesses of the designed materials, and suggestions to revise the designed materials. The brief explanations of the comments and suggestions towards the student's workbook and the teacher's guide are as follows.

### **a. The Student's Workbook**

#### **1) Unit 1**

##### **a) The listening section**

- In the first draft of the picture aided English lessons materials, there were unclear instructions in Activity 2 and Activity 3. According to the expert's suggestion, the instruction in activity 2 that stated "*Dengarkan gurumu dan beri nomor gambarnya.*" should have been changed into "*Dengarkan gurumu dan nomori gambarnya.*" Meanwhile, the instruction in activity 3 that stated "Listen to your teacher's instructions and make the actions." should have been changed into "Listen to your teacher's instruction and act it."

##### **b) The reading section**

- In the first draft materials, the Activity 1 contained colorful memo. From the expert and some respondents' opinions, the color of the letters were not clear. They should be contrasted with the pictures.

- In Activity 4, the instruction was written “After doing the previous activity, please read the memos in front of the class.” Based on the expert’s suggestion, it should be changed into “After doing the Activity 3, please read the memos in front of the class.”

**c) The writing section**

- As expert judgment suggested, the Activity 2 could be changed into craft activity. The teacher provided a template memo for each students. Then, the students could make and decorate their own memo before they sent it to their friends.
- In Activity 3, the students were asked to write the TV schedule. There were five questions and the students should answer the questions, i.e. question: When is Shaun the Sheep? Answer: It’s on Friday at half past four. The expert suggested to change it into incomplete sentences that should be filled by the students, i.e. You watch Shaun the Sheep on . . . at . . .
- In Activity 4, there was a mistake related to the grammar in telling the time. It was written “a half past five” and should be changed into “half past five.”

**2) Unit 2**

**a) The speaking section**

- In activity 3, there was a game named “Restaurant Game.” The expert suggested to change the game into a role play.

**b) The reading section**

- There was an unclear instruction in Activity 2. It was written “Can you find the words?” The expert suggested to give more information on

what kind of words the students should find. It should be changed into  
“Can you find the words related to food and drink?”

- According to expert’s suggestion, the instructions in Activity 3 that written “Read and write their names.” should have been changed into  
“Read the descriptions and write their names on the pictures.”

**c) The writing setion**

- In activity 4, the students were asked to write a description of a picture.  
However, the instruction was written “Look and write sentences based on the pictures.” The expert suggested to change it into “Write a sentence based on the picture.”

**3) Unit 3**

**a) The speaking section**

- In activity 3, the students were asked to complete the information gap map. There were examples of conversation to do the activity. Based on expert’s comment, the example on asking the directions were a little complex for the fifth grade students. The expression of “Can you show me where the school is?” should be changed into “Where is the school?”

**b) The reading section**

- There was an unclear instruction in Activity 2. It was written “Can you find the words?” Expert suggested to give more information on what kind of words the students should find. It should be changed into “Can you find the words related to public places and prepositions?”

**b. The Teacher’s Guide**

As mentioned previously, the picture aided English lessons materials were completed with the teacher's guide. It contained the teachings steps and the media for teaching the materials to the students. According to the expert and some respondents' opinion, there were several corrections related to the media. First, the big flashcards pictures should be changed by finding out the other pictures that requires high pixels to achieve a quality image. Then, in Unit 3 listening activity 3, there should be stickers to be used in the activity.

### C. Product Revision

Based on the results of the experts' judgment comments and suggestions, the first draft of picture aided English lessons materials were revised and written into the final draft. The revisions of the picture aided English lessons materials are presented in Table 13.

Table 13: Revisions of the picture aided English materials

Part	Comments / Suggestions	Action Taken
Unit 1	<p><b>The listening section</b></p> <p>There were unclear instructions in Activity 2 and Activity 3.</p> <p>Activity 2  <i>"Dengarkan gurumu dan beri nomor gambarnya."</i></p> <p>Activity 3  <i>"Listen to your teacher's instructions and make the actions."</i></p> <p><b>The reading section</b></p> <p>In Activity 1, the color of the letters was not clear.</p> <p>There was an unclear instruction in Activity 4.</p>	<p>The instructions in Activity 2 and Activity 3 have been changed.</p> <p>Activity 2  <i>"Dengarkan gurumu dan nomori gambarnya."</i></p> <p>Activity 3  <i>"Listen to your teacher's instruction and act it."</i></p> <p>The color of the letters has been contrasted with the pictures.</p> <p>The instruction in Activity 4 has been changed into "After doing the Activity 3, please read the memos in front of the class."</p>

	<p><b>The writing section</b> The Activity 2 could be changed into craft activity.</p> <p>In Activity 3, the activity should be changed into easier way.</p>	<p>Providing a memo template in the teacher's guide. The students will receive the template then they will make and decorate their memo.</p> <p>The activity has been changed into "Fill the incomplete sentences."</p>
<b>Unit 2</b>	<p><b>The speaking section</b> The game in Activity 3 should be changed into role play.</p> <p><b>The reading section</b> There was an unclear instruction in Activity 2. The instruction should be changed.</p> <p>There were unclear instructions in activity 3.</p> <p><b>The writing section</b> There was an unclear instruction in Activity 4.</p>	<p>The game has been changed into a role play.</p> <p>The instruction has been changed by adding the information on what kind of words the students should find. The instruction has been changed into "Can you find the words related to food and drink?"</p> <p>The instruction have been changed into "Read the descriptions and write their names on the pictures."</p> <p>The instruction has been changed into "Write a sentence based on the picture."</p>
<b>Unit 3</b>	<p><b>The speaking section</b> The expression of asking the directions were a little complex for the fifth grade students. The expression of asking the direction: "Can you show me where the school is?"</p> <p><b>The reading section</b> There were unclear instruction in Activity 2. The instruction should be changed.</p>	<p>The expression of asking the directions has been changed into "Where is the school?"</p> <p>The instruction has been changed by adding the information on what kind of words the students should find. The instruction has been changed into "Can you find the words related to public</p>



		places and prepositions?”
Teacher's Guide	<p>The low quality pictures for the big flashcards should be changed.</p> <p>There were no stickers to support the activity in Unit 3 listening activity 3.</p>	<p>The low quality pictures have been changed into the high resolution.</p> <p>The stickers have been added into teacher's guide appendixes.</p>

#### **D. The Final Draft of the Materials**

After revising the first draft based on the experts' suggestions, finally the final draft of the materials could be produced. The final product of this stage was a final draft of Picture Aided English Materials for the Fifth Grade Students of SDN Piring for the Even Semester. The final draft of these kits can be seen in Appendix 5.

#### **E. Limitations of the Product Development**

In conducting the research, the researcher had the limitations in developing the product. The first was the research only conducted in a school. So, it only uncovered the problems at that school, especially in the fifth grade. However, the English teaching learning problems, the students' need and characteristics might be different with another schools. The second was the study only conducted in the even semester. However, the development of the product for the whole year was also necessary in order to complete the materials for the fifth grade.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

##### **1. The Product of This Study**

The product in this study is the picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester. The designed picture aided English materials consist of three units. Every unit of the materials has each theme which is obtained from the students' needs analysis results. The three themes the students preferred the most were about "Daily Activities", "Food and Drink", and "Public Places and Directions". The topic for the picture aided English materials for the students include "What Time is it?", "I Want to Eat Cake", and "Where is the Bank?". Then, every unit consists of four skills, i.e. listening, speaking, reading, and writing.

Then, going into the detailed, the picture aided English materials are developed based on the learning activities. There are 48 activities in the designed materials. Each unit consist of 16 activities. Further, the activities of each unit describe the teaching/learning steps the students and the teacher should do, i.e. presentation, practice, and production. Some media are used in the presentation stage to introduce the materials to the students. Then, at the practice step, the students are asked to do some exercises related to the materials they have learnt or games with the teacher's guidance. Meanwhile in the last step, the production stage, there are activities which demand the students to produce the language

without the teacher's guidance. In this step, the teacher assessed the students and check whether or not they have been able to master the materials taught.

In addition, pictures are used to aid the students in each activity. The picture can be in the form of media, i.e. realia, flashcards, map cards, paper puppets, and guidance in some activities. The media that were developed by the researcher are presented below.

a. Realia

The realia is used to help the teacher in presenting the materials. There are two realia the researcher made. The first is in the form of clock. It is used to present telling the time expressions. The second realia is in the form of a simple memo. It is used to present parts of the memo.

b. Flashcards

There are some flashcards have been made based on the topic of the materials. Related to daily activities theme, there are the daily activities flashcards and clock flashcards. Related to the food and drink theme, there are food and drink flashcards and set of menu board and small food and drink flashcards. Related to the public places and directions theme, there are public places flashcards, directions flashcards, prepositions flashcards, and map flashcards.

c. Paper puppets

The paper puppets are in the form of a particular person. They are used as a model to introduce the expressions in the materials to the students.

Next, the picture aided English materials for the fifth grade students of SDN Piring, Sanden, Bantul for the even semester do not only comprise a workbook for the students, but also a teacher's guide for the teacher. The teacher's guide is used for assisting the teacher to teach the materials. It contains teaching steps such as how to present the materials, how to play games and how to use the media. The teacher guide also gives the additional information such as the media and the worksheets that the teacher should use in teaching the materials to the students. Lastly, the teacher's guide is also completed with the answer keys of the exercises in the students' workbook.

## **2. The Characteristics of the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester**

Having obtained the research findings about the designed picture aided English materials for the fifth grade student of SDN Piring, Sanden, Bantul for the even semester, it can be concluded that the designed materials have the following characteristics.

- a. The picture aided English materials accommodate the themes the students like such as telling the time, food and drink, public places and directions.
- b. The picture aided English lessons cover all English skill, i.e. listening, speaking, reading and writing.
- c. The activities contain enjoyable activities.
- d. The activities promote the students to interact with other students and the teacher.
- e. The activities encourage the students to work individually, in pairs and groups.

- f. The instructions of the activities are written in English and in *bahasa Indonesia*.
- g. The input/learning sources such as dialogues, texts, pictures, songs and games are easy to understand.
- h. The media (flashcards, realia and paper puppets) for presenting the materials and working with the given tasks are various, attractive, and effective to keep engaging the students' interest in learning the materials
- i. The pictures in the materials stimulate the students to speak or to write.
- j. The pictures in the materials help the students understand the meaning of the words.
- k. The teacher's guide presents information about the procedures to use the materials, media, worksheets, answer keys, and to conduct the activities.
- l. The teacher's guide is written in Indonesian language and contain understandable instructions of using the materials
- m. Both the students' workbook and the teacher's guide are designed interestingly with full of colorful cartoon pictures.

### **3. The Development of the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester**

To develop the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester, the researcher followed the procedures that consisted of five steps. The first step which was called needs analysis covered surveying the teacher's and the students' needs and characteristics. The second step was writing the course grid. It covered defining

the targeted skills, the topic and the objective. The third step was developing the first draft of the materials. The fourth step was evaluating the first draft by expert judgments. The first draft was evaluated by an English Education lecturer and 8 English teachers. The last step was revising and writing the final draft of the materials. By following those steps the Picture Aided English Materials for the Fifth Grade Students of SDN Piring, Sanden, Bantul for the Even Semester could be well developed.

## **B. Suggestions**

Related to the conclusions above, there are some suggestions for the English teacher, the principal of SDN Piring, other researchers who are interested in this field, and the government. The suggestions will be presented as follows.

1. For the English teachers, it is expected that the English teacher uses suitable material and media to support the teaching of English so that the children will be more interested in the English teaching-learning process. It is also expected that the English teacher considers the characteristics of her students in designing the materials, so they will meet the students' needs and characteristics. The English teacher should consider to use pictures in the classroom.
2. Based on the students' needs analysis results, it can be known that the students lacked of English materials which are suitable for the students as young learners. The English materials provided were not adequate for the students' needs learning English. The materials lacked interesting and colorful illustrations. Moreover, the English teaching and learning process was lack of media. Mostly, both the English teacher and students only used

LKS in the classroom. Therefore, the English materials which are appropriate for the students should become base concern for the principle of SDN Piring. Further, the principle is also expected to facilitate the English teacher to design or develop any appropriate English materials for the students.

3. For other researchers who are interested in the same field, they are expected to consider to the characteristics of the teacher and the students of the school in designing the materials. Based on the research results, using picture in language learning is regarded as an interesting and suitable materials for students. The results of this study can be used as references for them who want to conduct similar study.
4. Most of the English teachers for the Elementary school are still lack of knowledge in teaching English for children. Therefore, the students lack of English teaching and learning activities which are suitable with their characteristics as young learners. As the result, the students may lose their involvement in the teaching and learning process, and then they can not achieve the learning goals. Hence, the government is expected to give trainings or seminars about teaching English for children to the English teachers and other educators who deal with children. In addition, the government should also provide more English materials which are appropriate with the students' needs and characteristics, especially in the rural area. Therefore, the government should consider the use of pictures in designing the English materials for the students which are included as young learners





## REFERENCES

- Brewster, J, and Ellis, G, with Girard, D. 2003. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited.
- Brinton, D. M. 2001. The Use of Media in Language Teaching in Marianne Celce-Murcia (Eds). *Teaching English as a Second or Foreign Language* (Third Ed). Boston, MA: Heinle&Heinle
- Brown, D. (2000). *Principles of Language Learning and Teaching*. San Francisco: San Francisco State University.
- Brown, D. 2000. *Language Assessment (Principles and Classroom Practice)*. San Francisco: San Francisco University.
- Brown, D. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco: San Francisco State University.
- Burden, P. R. and Byrd. D. M. (2003). *Methods for Effective Teaching*. Boston: Pearson Education. Inc.
- Feez, S. & Joyce, H. 2002. *Text Based Syllabus Design*. Sydney: Macquarie University Press.
- Gall, M. D., Gall, J. P., and Borg, W. R. 2003. *Educational Research: An Introduction (7<sup>th</sup> ed)*. Boston: Allyn and Bacon.
- Gerlach, V. S, & Ely, D. P. (1980) *Teaching and Media. A Systematic Approach*. Englewood Cliffs, N: Prentice-Hall Incorporated.
- Hadfield, Jill. 2007. *Elementary Communication Games*. Essex, England: Longman.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Essex, England: Longman.
- Hutchinson, T. & Waters, A. 1987. *English for Specific Purposes: A Learning Centred Approach*. Cambridge: Cambridge University Press.
- Larsen, D. & Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lewis, G. & Bedson G. 2004. *Games for Children*. New York: Oxford University Press.
- Linse, T. C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ELT

- Miarso, Y. (1999). *Media dalam Pembelajaran*. Jakarta: CV. Rajawali.
- Nunan, D. 2004. *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Paul, D. 2003. *Teaching English to Children in Asia*. Quarry Bay: Longman Pearson Education Asia Limited.
- Phillips, D., Burword, S. & Dunford, H. 2008. *Project with Young Learners*. Oxford: Oxford University Press.
- Pinter, A. 2009. *Teaching Young Language Learners*. New York: Oxford University Press.
- Richard, J. C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J.C. and R. Schimdt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Scott, W. A. and Ytreberg, L. H. 2004. *Teaching English to Children*. New York: Longman Publishing.
- Sharon E, S. 2004. *Instructional Technology and Media for Learning*. Pearson.
- Spratt, M., A. Pulverness., M. Williams. 2005. *The TKT Course*. UK. Cambridge: Cambridge University Press.
- Subiyati, M. (1994). *TRELT (Topics Relevant to English Language Teaching)*. A One-Semester Handout for TEFL Students. Yogyakarta: FBS, IKIP.
- Sudjana, Nana and Ahmad Rifa'i. 2009. *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Tomlinson, B. 2002. *Materials development in Language Teaching*. Cambridge: Cambridge University Press.
- Wright, A. (1989). *Pictures for Language Learning*. New York: Cambridge University Press.

APPENDICES

*Appendix 1*  
*Research*  
*Instrument*

## Observation Guide

1. To find the information about the teaching-learning activities in the class
2. To find some information about the teacher's role in the class
3. To find the information about the teaching method the teacher uses in the class
4. To find some information about the students' role in the class
5. To find the information about the students' attitude towards the English lesson
6. To find several information about the media the teacher uses to teach English
7. To find the information about the English materials both the teacher and students use in the class

### The Organization of the Need Analysis Questionnaire

No	The purpose of the question	Content	Total of Items	Questions	Reference
1.	To find some information about the students' profile	<ul style="list-style-type: none"> <li>- Name</li> <li>- Age</li> <li>- Sex</li> <li>- Educational background</li> <li>- Social background</li> <li>- Linguistic background</li> </ul>	6	<ul style="list-style-type: none"> <li>- Siapa namamu?</li> <li>- Berapa umurmu?</li> <li>- Apakah kamu perempuan atau laki-laki?</li> <li>- Dimana kamu sekolah?</li> <li>- Apa pekerjaan orang tuamu?</li> <li>- Bahasa apa yang kamu gunakan sehari-hari?</li> </ul>	- Tomlinson, 1998:240
2.	To find information about student's attitude to English	<ul style="list-style-type: none"> <li>- Students' attitude to English</li> </ul>	2	<ul style="list-style-type: none"> <li>- Apakah adik-adik suka pelajaran bahasa Inggris?</li> <li>- Menurut adik, bagaimana pelajaran bahasa Inggris itu?</li> </ul>	- Hutchinson and Waters, 1987: 63
3.	To find some information about students' need	<ul style="list-style-type: none"> <li>- Topic of material</li> <li>- Kinds of input</li> </ul>	24	<ul style="list-style-type: none"> <li>- Topik/tema apa yang ingin adik pelajari dalam belajar bahasa Inggris?</li> <li>- Apakah adik suka belajar bahasa Inggris dengan mendengarkan penjelasan guru?</li> <li>- Apakah adik suka belajar bahasa Inggris dengan menyanyikan lagu?</li> <li>- Apakah adik suka belajar bahasa Inggris dengan teks bacaan?</li> </ul>	<ul style="list-style-type: none"> <li>- Tomlinson, 1998:240</li> <li>- Hutchinson and Waters, 1987: 63</li> <li>- Nunan, 2004: 47-49</li> <li>- Smaldino, 2004: 9</li> </ul>

		- Learning activities	<ul style="list-style-type: none"> <li>- Apakah adik suka belajar bahasa Inggris dengan menggunakan gambar?</li> <li>- Mana yang lebih adik suka, foto atau gambar kartun?</li> <li>- Mana yang lebih adik suka, gambar hitam putih atau gambar yang berwarna?</li> <li>- Jenis gambar apa yang adik suka?</li> <li>- Apakah adik suka cerita yang ada ilustrasi gambarnya?</li> <li>- Mana yang adik suka, belajar bahasa Inggris dengan tulisan saja atau dengan gambar?</li> <li>- Apakah tampilan gambar dalam materi membantu adik dalam belajar bahasa Inggris?</li> <li>- Apa jenis kegiatan yang adik suka dalam belajar bahasa Inggris?</li> <li>- Apakah adik suka belajar bahasa Inggris dengan permainan?</li> <li>- Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>listening</i>?</li> <li>- Aktivitas apa yang adik inginkan agar dapat membantu adik belajar</li> </ul>	
--	--	-----------------------	--	--

		- Learning style	<p><i>speaking?</i></p> <ul style="list-style-type: none"> <li>- Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>reading?</i></li> <li>- Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>writing?</i></li> <li>- Aktivitas apa yang adik inginkan agar dapat membantu adik belajar kosakata?</li> <li>- Dalam beraktivitas atau mengerjakan tugas, apakah adik lebih suka mengerjakannya sendiri, berpasangan atau berkelompok?</li> <li>- Apakah adik mau mengerjakan tugas berpasangan atau berkelompok dengan lawan jenis?</li> <li>- Menurut adik, kenapa adik harus belajar bahasa Inggris?</li> <li>- Kemampuan bahasa Inggris apa yang lebih adik harapkan bisa dikuasai?</li> <li>- Media apa yang ingin adik gunakan dalam belajar bahasa Inggris di kelas?</li> <li>- Menurut adik, media apa yang lebih mudah membantu adik</li> </ul>	
--	--	------------------	---	--

		<ul style="list-style-type: none"> <li>- Learning goal and expectation</li> <li>- Teaching aid (Learning media and resources)</li> </ul>		<p>dalam belajar bahasa Inggris?</p> <ul style="list-style-type: none"> <li>- Apakah adik suka belajar bahasa Inggris hanya dari LKS?</li> </ul>	
4.	To find some information about teacher roles	<ul style="list-style-type: none"> <li>- As controller, organizer, assessor, prompter, participant, resource, tutor, observer</li> </ul>	4	<ul style="list-style-type: none"> <li>- Apakah adik suka dengan guru yang mengawasi adik-adik dalam semua kegiatan belajar di kelas?</li> <li>- Apakah adik suka dengan guru yang berada di dalam kelas selama pelajaran?</li> <li>- Apakah adik suka dengan guru yang berkeliling kelas membantu dan mengawasi siswa dalam semua aktivitas?</li> <li>- Apakah adik suka dengan guru yang cuek dan sering meninggalkan kelas?</li> </ul>	- Nunan, 2004: 57-62



## ANGKET UNTUK SISWA

Adik-adik,

Kakak mohon bantuan adik-adik untuk mengisi angket ini. Angket ini digunakan untuk mendapatkan informasi tentang kebutuhan yang adik-adik perlukan dalam belajar bahasa Inggris di kelas V. Berdasarkan hasil angket ini, kakak akan membuat media berupa gambar untuk membantu belajar kalian.

Angket ini bukan bertujuan untuk menguji adik-adik, jadi tidak akan berpengaruh terhadap nilai adik-adik selama di kelas. Oleh karena itu, kakak mengharapkan jawaban yang sesuai dengan kondisi dan kebutuhan adik-adik.

Angket ini terdiri dari dua bagian, bagian A berisi data pribadi adik-adik. Contoh :

Nama lengkap : Titis Kurnia Putri  
Umur : 9 tahun  
Jenis kelamin : ☐ Laki-laki ☐ Perempuan  
Sekolah : SDN Piring  
Pekerjaan orang tua :  
Ayah : Wiraswasta  
Ibu : PNS  
Bahasa : ☐ Bahasa Jawa ☐ Bahasa Indonesia

Bagian B berisi pertanyaan-pertanyaan yang harus kalian jawab dengan memilih jawaban dengan memberikan tanda silang (X) pada jawaban yang dipilih atau menuliskan jawaban tambahan pada tempat yang tersedia. Contoh :

1. Apakah adik-adik suka pelajaran bahasa Inggris?  
a. Sangat suka                      b. Suka                      c. Biasa saja                      d. Tidak suka
  
2. Apa jenis kegiatan yang adik suka dalam belajar bahasa Inggris? (bisa memilih lebih dari satu jawaban)  
a. mengerjakan soal                      f. menyanyi  
b. mendengarkan penjelasan guru                      g. mendengarkan cerita  
c. diskusi                      h. membuat sesuatu  
d. mencatat                      i. ada kegiatan di luar kelas  
e. bermain *game*                      j. lain-lain . . .

Apabila ada yang tidak kalian mengerti, silakan bertanya pada kakak. Atas bantuan adik-adik, kakak ucapkan terima kasih.

## ANGKET UNTUK SISWA

### a. Profil Siswa

Nama lengkap :

Umur : tahun

Jenis kelamin : ☐ Laki-laki ☐ Perempuan

Sekolah : SDN Piring

Pekerjaan orang tua :

Ayah :

Ibu :

Bahasa : ☐ Bahasa Jawa ☐ Bahasa Indonesia

### b. Kebutuhan Siswa

1. Apakah adik-adik suka pelajaran bahasa Inggris?

- a. Suka                                      b. Biasa saja                                      c. Tidak suka

2. Menurut adik, bagaimana pelajaran bahasa Inggris itu?

- Menyenangkan
- Biasa saja
- Tidak menyenangkan

3. Topik/tema apa yang ingin adik pelajari dalam belajar bahasa Inggris?

- |  |                    |
|--|--------------------|
| a. Kegiatan sehari-hari                | e. Keluarga        |
| b. Hobi                                | f. Hewan           |
| c. Benda-benda di sekolah dan di kelas | g. Makanan/Minuman |
| d. Tempat-tempat umum                  |                    |

4. Apakah adik suka belajar bahasa Inggris dengan mendengarkan penjelasan guru?

- a. Suka                                  b. Biasa saja                                  c. Tidak suka

5. Apakah adik suka belajar bahasa Inggris dengan menyanyikan lagu?

- a. Suka                      b. Biasa saja                      c. Tidak suka

6. Apakah adik suka belajar bahasa Inggris dengan teks bacaan?

- a. Suka                                      b. Biasa saja                                      c. Tidak suka

7. Apakah adik suka belajar bahasa Inggris dengan menggunakan gambar?

- a. Suka                      b. Biasa saja                      c. Tidak suka



17. Aktivitas apa yang adik inginkan agar dapat membantu adik belajar *speaking*?
- Bermain peran
  - Bercerita
  - Menyanyi
  - Mewawancarai seseorang menggunakan angket atau survey
  - Lainnya . . . .
18. Aktivitas apa yang adik inginkan agar dapat membantu adik belajar *reading*?
- Membaca dan menjawab pertanyaan
  - Membaca dan membenarkan
  - Membaca dan mengurutkan gambar
  - Membaca cerita dan menceritakan kembali
  - Menyusun huruf, kata atau kalimat
  - Lainnya . . .
19. Aktivitas apa yang adik inginkan agar dapat membantu adik belajar *writing*?
- Menyalin dan menyusun kalimat
  - Menulis nama-nama benda
  - Menyusun kata menjadi kalimat
  - Melengkapi kalimat rumpang
  - Lainnya ...
20. Aktivitas apa yang adik inginkan agar dapat membantu adik belajar kosakata?
- Menjodohkan gambar dengan kata
  - Mengerjakan puzzle
  - Mengeja
  - Lainnya . . .
21. Dalam beraktivitas atau mengerjakan tugas, adik lebih suka mengerjakannya secara . . .
- Individu (sendiri)
  - Berpasangan
  - Berkelompok

22. Apakah adik mau mengerjakan tugas berpasangan atau berkelompok dengan lawan jenis?

- a. Mau
- b. Tidak mau

23. Menurut adik, kenapa adik harus belajar bahasa Inggris?

- a. Karena suka belajar bahasa Inggris, belajar bahasa Inggris itu menyenangkan
- b. Karena ingin bisa berbahasa Inggris
- c. Karena bahasa Inggris adalah pelajaran di sekolah
- d. Karena disuruh orang tua / guru
- e. Karena banyak tulisan atau buku berbahasa Inggris
- f. Lainnya ...

24. Kemampuan bahasa Inggris apa yang lebih adik harapkan bisa dikuasai?

- a. *speaking*
- b. *writing*

25. Media apa yang ingin adik gunakan dalam belajar bahasa Inggris di kelas? (bisa memilih lebih dari satu jawaban)

- a. Gambar-gambar
- b. Teks bacaan
- c. Lagu
- d. Cerita yang dibacakan guru
- e. Benda-benda nyata
- f. Lainnya ...

26. Menurut adik, media apa yang membantu adik lebih mudah dalam belajar bahasa Inggris?

- a. Gambar-gambar
- b. Teks bacaan
- c. Lagu
- d. Cerita yang dibacakan guru
- e. Benda-benda nyata
- f. Lainnya ...

27. Apakah adik suka belajar bahasa Inggris hanya dari LKS?

- a. Suka
- b. Biasa Saja
- c. Tidak suka

28. Apakah adik suka dengan guru yang mengawasi adik-adik dalam semua kegiatan belajar di kelas?
  - a. Suka
  - b. Biasa saja
  - c. Tidak suka
29. Apakah adik suka dengan guru yang berada di dalam kelas selama pelajaran?
  - a. Suka
  - b. Biasa saja
  - c. Tidak suka
30. Apakah adik suka dengan guru yang berkeliling kelas membantu dan mengawasi siswa dalam semua aktivitas?
  - a. Suka
  - b. Biasa saja
  - c. Tidak suka
31. Apakah adik suka dengan guru yang cuek dan sering meninggalkan kelas?
  - a. Suka
  - b. Biasa saja
  - c. Tidak suka

## Interview Guidelines of the Needs Analysis

### A. For the students

1. Siapa namamu/kalian?
2. Kalian suka tidak belajar bahasa Inggris? Kenapa?
3. Untuk apa kalian belajar bahasa Inggris?
4. Kegiatan belajar bahasa Inggris apa saja yang kalian lakukan dengan ibu guru?
5. Kegiatan apa yang sebenarnya kalian suka dalam belajar bahasa Inggris?
6. Kalian lebih suka kegiatan yang individu, kelompok atau pasangan?
7. Bagaimana pendapat kalian mengenai LKS yang sering kalian gunakan untuk belajar bahasa Inggris?
8. Menurut kalian, buku bahasa Inggris yang seperti apa yang kalian suka?
9. Apakah kalian suka dengan buku bahasa Inggris yang banyak gambar di dalamnya?
10. Model gambar seperti apa yang kalian suka untuk berada di dalam buku bahasa Inggris?
11. Apakah kalian suka dengan buku bahasa Inggris yang warna-warni?
12. Media seperti apa yang kalian suka untuk belajar bahasa Inggris?
13. Apakah kalian suka belajar bahasa Inggris dengan bantuan media gambar?
14. Apakah ibu gurumu sering menggunakan gambar dalam belajar bahasa Inggris?
15. Tema apa yang kalian suka untuk belajar bahasa Inggris?

### B. For the teacher

1. Siapa nama ibu?
2. Dulu ibu kuliah di universitas mana?
3. Sudah berapa lama ibu mengajar?
4. Seperti apakah karakteristik anak-anak kelas 5?

5. Kegiatan mengajar bahasa Inggris yang seperti apa yang ibu biasanya lakukan di kelas?
6. Menurut ibu, kegiatan belajar yang seperti apa yang anak-anak kelas 5 suka?
7. Media apa saja yang sering ibu gunakan untuk mengajar bahasa Inggris?
8. Hambatan apa yang sering ibu hadapi dalam mengajari anak-anak bahasa Inggris?
9. Buku bahasa Inggris apa saja yang ibu gunakan untuk mengajar bahasa Inggris?
10. Menurut ibu, bagaimana buku bahasa Inggris yang sering ibu gunakan untuk mengajar bahasa Inggris?
11. Apakah ibu menggunakan gambar dalam kegiatan belajar mengajar untuk membantu siswa belajar bahasa Inggris?
12. Bagaimana pendapat ibu jika anak-anak belajar bahasa Inggris dengan menggunakan bantuan gambar?
13. Bagaimana pendapat ibu jika saya mengembangkan materi bahasa Inggris berbantuan gambar?



### The Framework of the Teachers' Agreement of Evaluation Materials

No.	Analyzed Aspects	References	The purpose of d questions	Question numbers
1.	<b>Material</b>	Brewster at al. (2002:151)  Brewster et al. (2002: 52, 158) Tomlinson (1998:184) Nunan (2004:174) Ricards(2001:274) Brown (2001:142)	- To find some information to evaluate the relation among the materials, curriculum, and course grid  - To find some information to evaluate the relation between the designed materials, aims, and the students' needs	1-6
2.	<b>Teaching / learning activities</b>	Brewster et al. (2001:52, 158-159) Cameron (30-31) Tomlinson (1998:193) Nunan (2004:174)	To find some information to evaluate the designed activities in the materials	7-12
3.	<b>Teacher and Learner roles</b>	Brown (2001:167-168) Brewster et al. (2002:52) Tomlinson (1998:193) Nunan (2004: 66, 174)	To find some information to evaluate the teacher and learner roles in the designed materials	13-17
4.	<b>Language content</b>	To find some information to evaluate the linguistic aspect in the designed materials	Ricards(2001:274) Cameron (2001:72) Brown (2001:142)	18-20
5.	<b>Input / learning sources</b>	Brewster (2002: 157) Linse (2005:13) Nunan (2004:174)	To find some information to evaluate the material input in the designed materials	21-24
6.	<b>Media</b>	Brewster (2002: 157) Brown (2001:13) Linse (2005:13)	To find some information to evaluate the media in the designed materials	25-28
7.	<b>Pictures</b>	Wright (2004:2) Wright (2006:128)	To find the information to evaluate the pictures as media in the designed materials	29-37
8.	<b>Format / design</b>	Ricards (2001:274) Brown (2002:13) Tomlinson (1998:192)	To find some information to evaluate the format of the designed materials	38-42
9.	<b>Teacher's guide</b>	Brewster et. Al (20002: 157) Brown (2001:142) Ricards (2002:276)	To find some information to evaluate the teacher's guide	43-46

## Kuesioner Evaluasi Materi Pictures Aided English Materials

Bapak/Ibu yang terhormat, kuesioner ini bertujuan untuk mendapatkan masukan tentang materi pembelajaran Bahasa Inggris berbantuan gambar. Penilaian Bapak atau Ibu sebagai responden penelitian sangatlah bermanfaat dalam pengembangan materi ini. Atas bantuannya, peneliti ucapkan terima kasih.

### A. Identitas Responden

Nama :

Institusi :

Pengalaman mengajar : \* a. 0 – 2 tahun      b. 2 – 4 tahun      c. > 4 tahun

\*Lingkarilah jawaban yang dipilih

### B. Close-ended Questions

#### Petunjuk Pengisian

Bapak atau Ibu diharapkan untuk memberikan penilaian atas setiap pernyataan dengan memberikan tanda centang (✓) pada kolom yang telah tersedia.

#### Keterangan:

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	SS	S	KS	TS	STS
<b>Aspek Material</b>						
1.	Materi sudah sesuai dengan kompetensi dasar pada kurikulum.					
2.	Materi sudah sesuai dengan <i>course grid</i> .					
3.	Materi sudah sesuai dengan kebutuhan siswa.					
4.	Materi sudah sesuai dengan kemampuan berbahasa Inggris siswa.					
5.	Materi berkaitan dengan kehidupan sehari-hari.					
6.	Materi mencakup <i>integrated skills (listening, speaking, reading, dan writing)</i> .					

Aspek <b>Teaching / learning activities</b>						
7.	Kegiatan dalam materi sudah melibatkan siswa secara aktif.					
8.	Kegiatan dalam materi menarik bagi siswa.					
9.	Kegiatan dalam materi bervariasi.					
10.	Kegiatan dalam materi memotivasi siswa untuk belajar bahasa Inggris.					
11.	Kegiatan dalam materi mendorong siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.					
12.	Setiap kegiatan dalam <i>task</i> /tugas mencakup instruksi yang mudah dipahami oleh siswa.					
Aspek <b>Teacher and Learner roles</b>						
13.	Guru sebagai “controller” mengontrol arah pembelajaran, menentukan apa yang harus siswa lakukan.					
14.	Guru sebagai perencana pembelajaran, menyediakan materi, mengelola jam pelajaran, memberikan kesempatan bagi siswa untuk kreatif, dan memberikan <i>feedback</i> kepada siswa.					
15.	Guru sebagai “facilitator” membuat pelajaran lebih mudah dan memberi dorongan siswa agar berinteraksi dengan teman dan guru, memberi pertanyaan, memberi input bahasa.					
16.	Siswa terlibat secara aktif dalam mengerjakan <i>task</i> /tugas.					
17.	Siswa berinteraksi dengan siswa yang lain maupun guru dan bekerja secara individu, berpasangan, dan berkelompok dengan menggunakan bahasa Inggris.					
Aspek <b>Language content</b>						
18.	Materi sudah mencakup tata bahasa/ <i>grammar</i> yang sesuai dengan kemampuan/level bahasa Inggris siswa.					
19.	Materi sudah mencakup tata bahasa/ <i>grammar</i> yang sesuai dengan kebutuhan siswa.					
20.	Materi mencakup kosa kata bahasa Inggris yang cukup dan mendorong siswa untuk mengembangkan kualitas <i>English vocabulary</i> .					
Aspek <b>Input / learning sources</b>						
21.	Input (gambar, dialog, <i>game</i> , song) materi menarik bagi siswa.					
22.	Input (gambar, dialog, <i>game</i> , song) materi bervariasi.					
23.	Input (gambar, dialog, <i>game</i> , song) sesuai dengan kemampuan siswa dan kebutuhan siswa.					
24.	Input (gambar, dialog, <i>game</i> , song) mencakup struktur bahasa yang benar.					

<b>Aspek Media</b>						
25.	Media yang digunakan dalam materi menarik.					
26.	Media yang digunakan mudah digunakan.					
27.	Media yang digunakan memudahkan siswa untuk memahami materi.					
28.	Media yang digunakan mampu memotivasi siswa belajar bahasa Inggris.					
<b>Aspek Pictures</b>						
29.	Gambar dalam materi menarik.					
30.	Gambar dalam materi sesuai dengan kebutuhan dan karakteristik siswa.					
31.	Gambar dalam materi sudah sesuai dengan topik.					
32.	Gambar dalam materi memotivasi siswa untuk belajar bahasa Inggris.					
33.	Gambar dalam materi membantu siswa memahami terjemahan / arti.					
34.	Gambar dalam materi menstimulasi siswa untuk berbicara dan menulis.					
35.	Gambar dalam materi <i>meaningful</i> .					
36.	Gambar dalam materi <i>contextual</i> .					
37.	Gambar dalam materi mengandung sumber materi <i>non-verbal</i> .					
<b>Aspek Format / design</b>						
38.	Tampilan/ <i>lay-out</i> materi menarik.					
39.	Ilustrasi gambar jelas dan menarik.					
40.	Tampilan materi tidak rumit bagi siswa.					
41.	Ukuran dan jenis huruf yang digunakan menarik dan jelas.					
42.	Ukuran buku sesuai dengan kebutuhan siswa.					
<b>Aspek Teacher's guide</b>						
43.	<i>Teacher's guide</i> mudah digunakan dan dipahami.					
44.	<i>Teacher's guide</i> sudah mencantumkan langkah-langkah kegiatan yang harus dilakukan oleh guru.					
45.	<i>Teacher's guide</i> sudah mencantumkan prosedur kegiatan yang mendorong siswa untuk berinteraksi secara aktif selama pelajaran.					
46.	<i>Teacher's guide</i> sudah mencantumkan <i>answer key</i> .					

### **C. Pertanyaan Terbuka**

1. Bagaimana pendapat bapak atau ibu mengenai materi yang saya kembangkan?

.....  
.....  
.....  
.....

2. Menurut bapak atau ibu, apa saja kekurangan dari materi yang saya susun?

.....  
.....  
.....  
.....

3. Menurut bapak atau ibu, adakah yang perlu ditambahi atau dikurangi dari materi yang saya susun?

.....  
.....  
.....  
.....

4. Adakah saran untuk memperbaiki materi yang saya kembangkan?

.....  
.....  
.....  
.....

*Appendix 2*

*Results of the*

*Students' Need*

*Analysis*

## Field Note of Classroom Observation

Day and date : Monday, May 6<sup>th</sup> 2013  
Time : 09.15 a.m. – 10.25 a.m.  
Students attended : 25 students

Pada saat researcher datang, sebagian besar siswa berada di dalam kelas, namun ada beberapa siswa yang ada di depan kelas. Saat ditegur, mereka langsung masuk ke kelas. Untuk anak perempuan, saat itu sedang ngetren hobi mengumpulkan kertas binder yang bergambar dan berwarna-warni. Di meja mereka banyak sekali kertas binder. Mereka saling bertukar koleksi. Untuk anak laki-laki mereka senang mengumpulkan kartu permainan monster Yu Gi Oh. Di dalam kelas beberapa siswa laki-laki memainkan kartu tersebut. Pada pukul 9.20, guru memasuki ruangan. Siswa menyiapkan diri untuk mengikuti pelajaran. Guru memulai pelajaran dengan menyapa “*Good morning students?*”. Siswa menjawab dengan antusias, “*I am fine, thank you.*” Guru mereview pelajaran minggu lalu yaitu tentang makanan dan minuman. Siswa menyebutkan nama makanan dan minuman. Sebagian dari mereka menyebutkan dengan pengucapan benar, tapi masih ada yang menyebutkan dengan salah. Guru membenarkan pengucapannya.

Guru kemudian memperkenalkan materi baru kepada mereka yaitu tentang mengungkapkan *likes and dislikes*. Guru membawa beberapa benda nyata seperti cokelat, permen, dan mi goreng. Siswa heran, ada beberapa siswa yang bertanya, “*Bu, niku ajeng dibagekke?*”. Ada juga yang maju ke meja guru untuk melihat apa yang di bawa guru. Kemudian guru meminta siswa untuk tenang, kembali ke kursi masing-masing dan memperhatikan. Sambil memegang cokelat guru bertanya, “*Do you like chocolate?*” awalnya siswa bingung dan belum tahu maksud dari pertanyaan guru itu. Guru lalu menghampiri salah satu siswa sambil membawa bungkus cokelat, lalu bertanya lagi. Anak itu berpikir sebentar, lalu menjawab, “*Yes.*” Guru lalu menjelaskan maksud dari fungsi bahasa yang sedang dipelajari itu. Guru lalu mengucapkan lagi, siswa mendengarkan dan menirukan. Guru lalu menyuruh siswa untuk mempraktekkan fungsi bahasa itu secara berpasangan dan bergantian. Dua anak maju ke depan, lalu bertanya jawab menggunakan benda nyata yang dibawa guru tadi. Ada yang masih lupa kata-katanya dan berhenti di tengah-tengah, misal “*Do you ... emm, opo yo?*”. Guru kemudian mengulangi lagi, anak itu menirukan dengan benar. Ada juga anak yang sudah bisa bertanya dengan lengkap, tapi dengan pengucapan yang kurang tepat, sehingga harus dibenarkan oleh guru. Di depan researcher, ada dua anak laki-laki menggunakan kartu kartun monster (menggantikan makanan) mempraktekkan ungkapan *likes and dislikes*. Kemudian researcher berkata, “Ayo disimpan kartunya, sekarang pelajaran bahasa Inggris. Nanti lagi mainnya pas istirahat.” Mereka menjawab, “*Lha iyo iki nggo omong-omongan bahasa Inggris kok mbak. Wong permen e entek.*” Researcher menjawab, “Sebaiknya disimpan saja. Pinjam permen punya temen, kan bisa gentian.” Secara umum, mereka antusias untuk mempraktekkan dialog itu. Meskipun salah atau lupa, mereka tetap mau maju. Beberapa anak berebut untuk maju ke depan. Namun ada juga yang terlihat tidak antusias, bahkan ada yang mengobrol sendiri.

Guru kemudian menyuruh siswa untuk mengerjakan latihan soal tentang makanan dan minuman yang ada di LKS. Latihan dikerjakan secara individu. Di dalam LKS ada beberapa jenis latihan soal. Latihan pertama yang mereka kerjakan adalah menjodohkan gambar dengan tulisan. Latihan yang kedua adalah menjawab soal pilihan ganda. Karena sudah terbiasa dengan kegiatan latihan ini, siswa mengerjakan dengan cepat. Beberapa anak yang sudah menyelesaikan latihan soalnya meminta kepada ibu guru untuk bermain

ular tangga yang ada di dalam LKS. Guru mempersilakan siswa bermain ular tangga makanan. Ada beberapa siswa yang belum menyelesaikan tugasnya berkeliling kelas. Berkejar-kejaran dengan temannya. Guru menegur mereka, dan meminta menyelesaikan tugas yang diberikan. Kemudian, guru berkeliling kelas untuk melihat dan meneliti pekerjaan siswa. Setelah semua selesai, guru mengajak siswa untuk mengoreksi jawaban. Dengan antusias siswa menjawab pertanyaan secara bergantian. Karena latihan soal yang ada di LKS kebanyakan berhubungan dengan kosakata bahasa Inggris, siswa tidak mengalami kesulitan. Mereka sudah hafal dengan kosakata, meskipun secara pengucapan belum sepenuhnya benar. Sebelum waktu pelajaran habis, guru mereview apa yang dipelajari lalu menutup pelajaran bahasa Inggris.



## Interview Transcript of Need Analysis with Students

Day & Date : Monday, May 20<sup>th</sup> 2013  
Place : Classroom  
Interviewee : Students

### Interview 1 (with Andi, Aldi, Fajar, Bekti, Pandu)

R : Namanya Andi, Fajar, bekti, Pandu. Kalian suka bahasa Inggris?  
Ss : Sukaaaa!  
S : Enggaaaak.  
R : Loh Bekti, kenapa nggak suka?  
S : Angel e mbak, radong aku.  
R : Yang mana yang nggak ngerti?  
S : Bahasanya, susah ndadak ngapalke ini itu.  
R : Kalo yang lainnya, sukanya kenapa?  
S : Asik. Bisa belajar bahasa Inggris. Ben iso omong karo bule, Mbak.  
S : Seru mbak. Mengahapal kata-katanya.  
R : Sebenarnya kalian belajar bahasa Inggris buat apa sih?  
S : Lha nek ono peljarane mbak, njuk kudu belajar to.  
S : Nek aku pengen belajar mbak, soale buku-buku neng perpus kae ono sik bahasa Inggris, okeh gambar-gambare.  
R : Kalau Andi, gimana?  
S : Em, apa ya mbak, seneng kalo bisa bahasa Inggris.  
S : Ben gaul mbak.  
R : Loh, gaul gimana?  
S : Lha koyo neng tv kae lho mbak, do pake bahasa Inggris.  
R : Ooh, gitu. Biasanya kegiatan bahasa Inggris apa yang kalian dengan bu guru?  
S : Eeem, mencatat, mengerjakan soal LKS.  
R : Nah, kalau begitu, kegiatan apa yang sebenarnya kalian suka kalau pelajaran bahasa Inggris?  
Ss : Yang ada permainannya.  
S : Yang ga usah mencatat mbak.  
S : Kalau ngerjain soal yang gampang-gampang aja mbak. Lha sik neng LKS kae ki aku radong.  
R : Kalian suka kegiatan yang individu, pasangan atau kelompok?  
S : Kelompok dan pasangan.  
S : Nek berpasangan iso nedak mbak. Hahahaha.  
R : Ya gak boleh. Oh iya, kalau LKS menurut kalian gimana materi yang ada di dalamnya?  
S : Njelehi mbak, angel aku radong.  
S : Membosankan, gambarnya jelek. Soal-soalnya ada yang sulit.  
S : Biasane kon nggarap neng ngomah.  
R : Kalau misal ada buku paket bahasa Inggris, yang kalian suka yang seperti apa?  
S : Yang kaya di perpus mbak, ada gambarnya, ada ceritanya, ada permainannya. Yang warna-warni.  
S : Yang soalnya gampang, hehehehe.

R : Jadi kalian suka buku bahasa Inggris yang banyak gambarnya?  
 S : Suka lah mbak, biar enggak ngebosenin.  
 S : Iya mbak, yang soalnya kayak menjodohkan gambar atau mewarnai gitu.  
 R : Gambar seperti apa yang kalian suka?  
 S : Gambar yang warna-warni mbak, kaya buku cerita bergambar yang ada gambar kartunnya itu lho.  
 S : Pokoknya yang gambarnya bagus.  
 R : Kalau untuk media pembelajaran, kalian suka yang seperti apa?  
 S : Media ki opo mbak?  
 R : Maksud mbak, kalau belajar bahasa Inggris kalian suka pakai teks bacaan, gambar, flashcard, benda nyata, benda tiruan, dengan bernyanyi atau dengan bercerita?  
 S : Nek aku sih seneng gambar mbak.  
 S : Nyanyi bahasa Inggris ada mbak? Bu guru nggak pernah ngajari.  
 S : Kalau aku suka gambar kaya poster atau kartu-kartu.  
 R : Kalau pake media gambar kalian suka nggak?  
 Ss : Suka mbak, yang penting gambarnya apik.  
 R : Kalau bu guru, biasanya pake gambar nggak kalau menerangkan materi?  
 S : Iya mbak, bu Istik biasanya nggambar di papan tulis, trus kita nyatet.  
 S : Padahal aku ra seneng nyatet mbak.  
 R : Nah, untuk belajar bahasa Inggris kalian suka atau pengen belajar tentang apa?  
 S : Makanan dan minuman mbak, opo meneh nek kenyataan. Enaaakkk.  
 S : Hobi mbak.  
 R : Apa lagi?  
 S : Hewan, tempat umum kaya sekolah, kebun binatang, pasar, gitu-gitu mbak.

#### Interview 2 (with Berliansah, Yoan, Fauzan, Danu, Yusuf)

R : Halo, ini dengan Berliansah, Yoan, Fauzan, Danu, Yusuf. Ayo kartunya disimpan, mbak mau tanya-tanya dulu. Kalian suka pelajaran bahasa Inggris?  
 Ss : Biasa aja mbak.  
 S : Sukaaaaa!  
 S : Kok biasa aja gimana?  
 S : Ya kadang suka, kadang enggak. Kalau pas pelajaran sik tak senengi ya suka. Nek pas sik angel aku nggak suka.  
 R : Oooh, begitu. Kalau Berliansah sukanya kenapa?  
 S : Ya suka mbak. Pengen bisa bahasa Inggris. Aku punya buku bahasa Inggris. Beli di shopping.  
 R : Menurut kalian, sebenarnya belajar bahasa Inggris itu untuk apa sih?  
 S : Biar bisa bahasa Inggris mbak.  
 S : Aku disuruh les bahasa Inggris sama ibu mbak.  
 S : Emm, kalo aku memang suka bahasa Inggris.  
 R : Kalau sama bu Istik, biasanya belajar bahasa Inggrisnya gimana?  
 S : Mencatat trus mengerjakan soal, di LKS atau difotokopian kertas.  
 R : Seneng nggak dengan kegiatan seperti itu?  
 S : Biasa saja.  
 S : Tapi kadang aku males, biasane sik neng LKS tak garap neng ngomah. Trus pas neng sekolahan kon nggarap aku gari dolanan. Hehehe.

S : Males nyatet mbak, mengko njuk lali. Kadang ra rampung le nyatet wes dihapus gambare.

R : Kalau begitu, kegiatan seperti apa yang kalian harapkan?

S : Yang ada gamesnya mbak.

S : Ho oh mbak, main games.

S : Yang ada membaca ceritanya.

R : Kalau menyanyi, diskusi, bercerita kalian suka nggak?

S : Aku suka nyanyi mbak, pernah diajari guru lesku nyanyi bahasa Inggris yang pake gerakan.

R : Yang seperti apa?

S : Oh, hoki poki mbak.

R : Oooh iya. Kalau yang lainnya gimana, suka nyanyi juga nggak?

S : Biasa aja mbak.

R : Kalian suka kegiatan yang individu, kelompok atau berpasangan.

S : Individu mbak, lha nek nggarap soal ki njuk do nedak aku e.

S : Nek aku suka kelompok. Bareng-bareng kan seru mbak.

R : Oke. Kalian kan nggak punya buku paket, pakenya LKS aja ya? Nah menurut kalian ini LKSnya ini gimana? Ya soalnya, materinya, kegiatannya?

S : Kalau soalnya gampang mbak. Tapi materinya nggak menarik.

S : Angel ding mbak soale.

S : Lha wong wes ono contoh e kok soale.

S : Lha koe pinter.

S : Kegiatannya cuma ngerjain soal mbak. Aku pengene yang ada gamesnya.

R : Kalau misal ada buku paket bahasa Inggris, kalian inginnya yang seperti apa?

S : Buku paket? Dikasih mbak?

R : Disediakan oleh sekolah.

S : Aku pengen yang gampang soalnya.

S : Yang ada gambarnya, trus warna-warni, nggak kaya LKS itu mbak.

S : Yang isinya itu ada ceritanya, ada nyanyiannya, diajari ngomong bahasa Inggris.

R : Jadi, kalian suka yang banyak gambarnya?

S : Sukaaaa!

R : Gambar yang seperti apa misalnya?

S : Kartun-kartun, gambar pemandangan, gambar yang bagus mbak.

S : Yang kaya buku cerita itu mbak.

R : Gambar ilustrasi?

S : Nggak tau namanya mbak. Pokoknya yang kaya di buku cerita.

R : Gambar nyata atau gambar kartun?

S : Nyata ya bagus, kartun juga bagus. Kalau aku yang penting ada gambarnya.

R : Kalau untuk media pembelajaran kalian suka yang seperti apa?

S : Daripada nggambar sama nyatet, mending pake poster mbak. Atau kartu-kartu. Kaya pelajaran bahasa Indonesia kae mbak. Contohnya pake uang-uangan.

S : Iya mbak, pake kartu kaya gini (memperlihatkan koleksi kartu permainan).

R : Tadi siapa yang suka nyanyi? Kalau pake nyanyian suka nggak?

S : Akuuu! Suka mbak, yang pake gerakan-gerakan.

R : Jadi lebih suka pake yang mana?

Ss : Yang penting gambar sama permainan mbak.

R : Untuk belajar bahasa Inggris kalian pengen temanya apa?

S : Makanan dan minuman.

S : Kegiatan sehari-hari, hobi.

S : Family, mbak.

Interview 3 (with Wawan, Anggri, Aan, Dwi, Yudi)

- R : Halo, Wawan, Anggri, Aan, Dwi, Yudi. Mbak mau tanya-tanya sebentar ya.
- S : Jangan lama-lama ya mbak, pengen pulang.
- R : Iya, paling cuma 5 menit. Terkait pelajaran bahasa Inggris, kalian suka nggak bahasa Inggris?
- Ss : Biasa saja, nggak terlalu suka.
- S : Nggak suka.
- R : Kenapa nggak suka?
- S : Harus ngapalin ini itu mbak. Nganggo bahasa Indonesia wae.
- R : Kalau Anggri gimana?
- S : Emm, biasa aja.
- R : Kenapa?
- S : Nggak tertarik. Membosankan, pelajarannya gitu-gitu aja.
- S : Iya, nyatet terus sama ngerjain LKS.
- R : Kalau menurut kalian, belajar bahasa Inggris untuk apa sih?
- S : Biar nilai bahasa Inggrisnya bagus.
- S : Biar bisa bahasa Inggris.
- S : Emm, aku nggak tau mbak.
- R : Loh, nggak tau gimana?
- S : Lha nek ada pelajaran bahasa Inggris disekolah ya trus belajar to mbak, nek nggak ada ya nggak usah belajar.
- R : Ooh, gitu maksudnya. Nah kalau sama bu Istik, biasanya ngapain aja belajar bahasa Inggris?
- S : Mencatat, mengerjakan soal.
- S : Pernah main game mbak.
- R : Oh ya? Kalian suka main game bahasa Inggris?
- Ss : Suka lah mbak.
- R : Selain main game, kegiatan yang kalian suka apa?
- S : Mendengarkan cerita, mengerjakan soal, tapi soalnya jangan yang sulit.
- S : Membuat prakarya.
- R : Pernah membuat prakarya?
- S : Pernah mbak, waktu itu membuat kartu lebaran.
- R : Nah, kalau dalam belajar bahasa Inggris kalian sukanya belajar individu, pasangan atau kelompok?
- S : Pasangan atau kelompok mbak, biar yang nggak bisa diajarin sama yang bisa.
- S : Tapi biasanya yang bisa bahasa Inggris pelit mbak, nggak mau ngajarin.
- S : Iya mbak.
- R : Oh, iya to? Harusnya diajarin dong temen-temennya yang belum bisa. Tapi kalau mengerjakan soal ujian atau tes memang harus individu ya. Kalau ngajari belajar boleh. Nah, kalian kan nggak punya buku paket, apa cukup belajar bahasa Inggris pake LKS saja? Bagaimana menurut kalian isi LKSnya?
- S : LKS ku wes elik. Nglunthung-nglunthung kertase.
- S : Kan biasanya difotokopikan soal juga mbak sama bu Istik.
- S : Tapi nggak menarik ya. Isinya cuman bahasa Inggrisnya ini bahasa Indonesianya itu. Sama soal-soal latihan.
- S : Gambarnya juga nggak jelas. Foto-foto tapi nggak berwarna.

R : Memangnya kalian pengen punya buku bahasa Inggris yang seperti apa?  
 S : Yang kertasnya bagus, trus gambarnya juga bagus. Kaya bukunya Berli itu lho mbak.  
 S : Ho oh, itu ada permainannya, ada ular tangga, gambarnya juga bagus, gambar kartun berwarna.  
 R : Kalau untuk isinya? Materi dan soal latihan?  
 S : Latihannya jangan yang pilihan ganda terus, bosen. Masak soal LKS isinya pilihan ganda banyak banget.  
 S : Yang ada terjemahannya mbak, biar bisa belajar sendiri juga di rumah.  
 R : Iya, jadi kalian suka dengan buku bahasa Inggris yang banyak gambar di dalamnya?  
 S : Sukaaaa!  
 R : Gambarnya yang seperti apa? Foto atau kartun?  
 S : Yang kaya cerita bergambar itu, bukan foto, tapi gambar.  
 R : Kartun? Ilustraasi?  
 S : Iya kartun, contohnya kaya gini (menunjuk buku cerita yang dipinjam dari perpustakaan).  
 R : Gambar kartun itu. Yang berwarna atau hitam putih?  
 S : Yang berwarna lah mbak. Nanti sama kaya LKS kalo ga berwarna.  
 R : Nah, kalau media belajar, kalian lebih suka menggunakan apa?  
 S : Ya gambar itu tadi mbak, nek pake gambar ki njuk inget terus.  
 S : Sama benda aslinya juga mbak, misal makanan dan minuman. Beli di kantin buat belajar bahasa Inggris, hehehe.  
 R : Kalau bernyanyi bahasa Inggris suka nggak?  
 S : Nyanyi? Belum pernah mbak.  
 R : Mau diajarin nyanyi bahasa Inggris?  
 S : Mau mbak.  
 R : Oke, kalau ada teks bacaan kalian suka nggak?  
 S : Waaaah, nggak suka mbak.  
 S : Suka asal ada gambarnya, jadi kalau nggak tau artinya bisa nebak ceritanya lewat gambar. Hehehe.  
 R : Bu Istik suka pake gambar kalau menerangkan pelajaran?  
 S : Iya, pake gambar, tapi digambar di papan tulis mbak. Terus kita disuruh nyatet.  
 R : Kalian pengen belajar bahasa Inggris tentang apa?  
 S : Makanan dan minuman, kegiatan sehari-hari, hewan.  
 S : Hobi, trus yang sekolah, kantor polisi, rumah sakit, gitu mbak.  
 R : Oke, terus apa lagi?  
 S : Hewan.

#### Interview 4 (with Kristianta, Adi, Nur, Dila, Evi)

R : Ini dengan Kris, Adi, Nur, Dila, Evi ya. Kris sama Adi duduk di sini.  
 S : Lha mosok jejer cah wedok mbak.  
 R : Enggak, di belakangnya. Sekarang mbak mau tanya-tanya tentang pelajaran bahasa Inggris ya.  
 S : Lha itu pada main mbak yang lain.  
 R : Tadi kan sudah, kalau tertib semakin cepat kalian pulang nanti.  
 S : Nggih mbak.  
 R : Oke, kalian suka nggak sama pelajaran bahasa Inggris?  
 Ss : Sukaaaa! (siswa perempuan)

S : Enggak.

R : Kris kenapa nggak suka bahasa Inggris?

S : Susah mbak, aku males ngapalke.

R : Menghafal materi?

S : Iya, soale ra duwe bukune.

R : Kalau belajar bahasa Inggris itu, menurut kalian untuk apa sih?

S : Nggak tau mbak, wong pake bahasa Indonesia aja bisa kok. Atau bahasa Jawa.

S : Biar bisa ngomong bahasa Inggris.

S : Biar bisa main game, Play Station itu kan pake bahasa Inggris mbak.

R : Oke, kalau Evi gimana?

S : Suka aja mbak. Sama biar bisa ngomong bahasa Inggris, ngomong sama bule.

R : Biasanya sama bu Istik kegiatan belajar bahasa Inggris kalian seperti apa?

S : Mencatat.

S : Mendengarkan penjelasan, praktek berbicara kaya kemaren itu mbak.

S : Mengerjakan soal.

R : Seneng dengan kegiatan seperti itu?

S : Ya biasa aja.

R : Kalau gitu kegiatan yang kalian suka apa?

S : Pengennya sih kegiatan di luar kelas, seperti permainan, kegiatan di perpustakaan. Kan di sana ada buku-buku bahasa Inggris juga mbak.

S : Belajar kelompok, mengerjakan soal bersama-sama.

R : Kalian lebih suka dengan kegiatan yang dikejakan sendiri, berpasangan atau berkelompok?

S : Berpasangan atau berkelompok.

S : Kalau ujian ya sendiri mbak. Itu anak laki-laki kadang ada yang nyontek.

R : Kalau kerja kelompoknya laki-laki perempuan dicampur mau nggak?

S : Nggak maaaauuuu!!!

S : Wegah mbak, karo cah wedok, cerewet.

S : Aku yo wegah karo koe.

R : Sudah-sudah. Kalian kan nggak punya buku paket bahasa Inggris, apakah cukup belajar bahasa Inggris dengan LKS saja? Menurut kalian isi LKSnya gimana?

S : Kadang dikasih fotokopi soal sama bu Istik.

S : Pengen punya buku paket.

S : Soalnya itu kebanyakan pilihan ganda.

S : Itu ada komiknya di sampul belakang. Yang di dalam buku gambarnya nggak jelas.

R : Lalu, kalian pengen punya buku bahasa Inggris yang seperti apa?

S : Yang bagus, ada gambarnya, warna-warni.

S : Ada permainannya, ada lagunya.

R : Suka menyanyi?

S : Dila kan pinter nyanyi mbak.

R : Oh ya, lalu apa lagi?

S : Yang soalnya nggak susah. Ada permainannya.

R : Kalau buku yang banyak gambarnya kalian suka nggak?

S : Sukaaaa!!!

S : Tapi berwarna lho mbak, aku lebih suka yang gambar kartun daripada yang gambar foto kaya yang di LKS.

R : Untuk media pembelajaran kalian suka pake apa?

S : Media pembelajaran itu contohnya buku mbak?

R : Contohnya poster, flashcard, realia atau benda tiruan, benda nyata, dengan teks bacaan, atau yang lainnya.

S : Suka pakai poster. Kalau flashcard itu apa mbak?  
 R : Flashcard itu kartu yang ada gambarnya, yang dikoleksi anak laki-laki itu contoh flashcard, tapi dalam bentuk yang kecil. Flashcard ada yang besar ada yang kecil.  
 S : Teks bacaan itu kaya cerita mbak?  
 R : Bisa cerita, bisa deskripsi, macam-macam jenisnya.  
 S : Kalau cerita yang ada gambarnya suka. Tapi kalau tulisan kabeh aku radong. Males bacane mbak.  
 R : Kalian pengen belajar bahasa Inggris tentang apa?  
 S : Hewan, hobi.  
 S : Makanan dan minuman, kegiatan sehari-hari.

#### Interview 5 (with Tri, Beti, Mia, Galih, Tasa)

R : Halo, mbak minta waktunya sebentar ya Tri, Beti, Mia, Galih, Tasa.  
 S : Iya, mbak.  
 R : Kalian suka nggak sama pelajaran bahasa Inggris?  
 S : Sukaaaaa!  
 R : Kalau menurut kalian, belajar bahasa Inggris itu untuk apa sih?  
 S : Biar bisa bahasa Inggris mbak.  
 S : Biar bisa ngomong bahasa Inggris, kan sekarang banyak yang pakai bahasa Inggris.  
 S : Pengen jalan-jalan ke luar negri, nanti kalau nggak bisa bahasa Inggris malah bingung.  
 R : Biasanya sama bu Istik, kegiatan belajar bahasa Inggris di kelas ngapain aja?  
 S : Bu Istik menjelaskan trus kita nyatet, kalau sudah selesai lalu mengerjakan soal di LKS.  
 S : Kadang disuruh praktek, kemarin disuruh berpasangan yang likes and dislikes.  
 S : Kadang sama bu Istik dikasih fotokopian soal juga.  
 R : Senang dengan kegiatan seperti itu?  
 S : Em, nggak terlalu. Males mencatat.  
 R : Lalu, kegiatan apa yang kalian suka dan pengen saat belajar bahasa Inggris di kelas?  
 S : Belajar kelompok.  
 S : Pengen yang ada permainannya mbak, permainan satu kelas biar ga bosan.  
 S : Pengen diajari lagu-lagu bahasa Inggris.  
 R : Ada yang suka menyanyi sama permainan ya?  
 S : Suka mbak.  
 S : Tapi aku suka ngerjain soal aja.  
 R : Untuk kegiatan di dalam kelas lebih senang kerja individu, berpasangan atau kelompok?  
 S : Kalau aku senengnya kerja kelompok.  
 S : Berpasangan sama teman satu meja, kadang aku nggak ngerti harus ngapain. Jadi kan bisa tanya-tanya.  
 S : Tapi jarang ya kerja kelompok. Seringnya ngerjain sendiri.  
 R : Kalau laki-laki perempuan dicampur mau?  
 S : Nggaaaakk!  
 S : Cah lanang ki nyebahi.  
 S : Ho oh mbak, suka rebut sendiri.  
 R : Kalian kan nggak punya buku bahasa Inggris, apa cukup belajar pakai LKS saja?

S : Pengen punya buku paket bahasa Inggris mbak, biar nggak usah nyatet dan nggambar lagi.

S : Tapi nek ulangan kae biasane soale podo LKS to, jadi ya belajar pake LKS aja.

R : Jadi, seneng belajar pake LKS?

S : Ya nggak terlalu.

S : Gambarnya jelek. Nggak jelas.

R : Kalau begitu, kalian pengen buku bahasa Inggris yang seperti apa?

S : Yang lengkap, kalau biasanya bu Istik nggambar, itu bukunya yang ada gambarnya, biar nggak usah nyatet dan nggambar lagi.

S : Yang ada gambarnya, warna-warni.

S : Yang ada permainannya.

R : Suka yang ada gambarnya? Gambar yang seperti apa? Di LKS juga bergambar.

S : Di LKS gambarnya buram, maunya yang warna-warni mbak, kalau di LKS gambar orang. Pengennya yang gambar kartun.

S : Kayak yang di buku cerita mbak.

R : Ilustrasi?

S : Contohnya kayak cerita malin kundang, trus ada gambarnya yang dia dikutuk jadi batu.

R : Iya, itu ilustrasi. Trus apa lagi?

S : Kalau bisa yang latihan soalnya bisa dikerjakan berpasangan atau kelompok.

S : Yang ada bahasa Indonesianya (translation) biar bisa belajar sendiri di rumah.

R : Oke, kalian lebih suka pakai media belajar apa kalau di kelas. Media itu sesuatu yang bisa membantu kalian belajar.

S : Gambar aja mbak. Biar mudah ingat.

S : Sama cerita juga, tapi yang ada gambarnya.

R : Maksudnya teks bacaan yang ada ilustrasinya?

S : Iya.

S : Em, benda nyata juga mbak, kayak kemaren bu Istik bawa cokelat.

S : Kartu-kartu yang bergambar dan ada bahasa Inggrisnya itu lho mbak.

R : Flashcards? Kartu bergambar.

S : Iya.

R : Nah kalau untuk tema, kalian pengen belajar bahasa Inggris tentang apa?

S : Aku paling suka makanan dan minuman.

S : Tempat-tempat umum.

S : Hobi, kegiatan sehari-hari.



## Need Analysis Interview Transcript

T : Teacher  
R : Researcher

Day & Date : Monday, May 13<sup>th</sup> 2013  
Place : Teacher's room  
Interviewee : Bu Istik  
Profession : English teacher

### Interview 6

R : Selamat pagi, Bu. Saya sudah minta izin Bu Was (Kepala Sekolah), saya mau tanya-tanya tentang kegiatan belajar mengajar bahasa Inggris untuk kelas 5.

T : Oh, iya mbak, monggo silahkan.

R : Maaf Bu, sebelumnya saya mau tanya tentang background Ibu. Ibu sudah berapa lama mengajar bahasa Inggris di sini?

T : Kira-kira sudah 6 tahun mbak.

R : Untuk siswa kelas 5, karakteristik anak-anaknya seperti apa Bu?

T : Karena banyak anak laki-laknya daripada anak perempuannya, jadi ya agak rame mbak. Sebenarnya anak-anaknya cenderung aktif, tapi kadang ya keterlaluhan. Yang laki-laki itu suka *klothe kan*, suka mainan kartu. Kalau *ngandani* yang sini, yang sana rame. Kalau yang perempuan anteng. Dan mungkin karena kegiatan belajarnya kurang menarik, jadi mereka suka rame, belum selesai mengerjakan soal sudah ditinggal jalan-jalan atau ngobrol sama teman. Dan karena sekarang lagi musim kartu, ada juga yang sembunyi-sembunyi main kartu.

R : Kalau dalam hal belajar bahasa Inggris, anak-anak cenderung seperti apa Bu?

T : Ya mungkin presentasinya setengah lah mbak yang seneng bahasa Inggris. Soalnya anak kelas 5 tahun ini memang agak beda. Terutama yang laki-laki itu. Seperti nggak punya motivasi belajar. Jangankan bahasa Inggris, pelajaran yang lain pun begitu. Dan karena kelihatan kurang tertarik sama pelajarannya, mereka jadi gampang lupa sama materi yang diajarkan. Padahal mereka sudah nyatet materinya. Minggu lalu sudah diterangkan dan latihan soal, tapi dikasih pertanyaan minggu ini mereka lupa.

R : Kalau kegiatan belajar mengajar bahasa Inggris, biasanya apa yang Ibu lakukan?

- T : Biasanya saya menjelaskan materi di depan kelas, kalau memperkenalkan kosakata baru saya gambar di papan tulis menuliskan terjemahannya juga. Setelah itu biasanya mengerjakan soal di LKS.
- R : Menurut ibu, kegiatan seperti apa yang disukai anak-anak?
- T : Melihat keadaan anak-anaknya mungkin lebih ke kegiatan yang menyenangkan, yang bisa menarik perhatian mereka biar mau belajar. Soalnya ya itu tadi mbak, ada yang tidak terlalu tertarik dengan bahasa Inggris. Pernah saya ajak bermain permainan, mereka suka.
- R : Untuk membantu dalam proses belajar, media apa yang biasanya ibu gunakan?
- T : Kalau untuk kelas 5 yang berhubungan sama materinya, pake benda aslinya, kadang saya gambar atau menulis materi di papan tulis. Sekolah punya gambar, poster tapi tidak lengkap dan tidak sesuai dengan materi kelas 5 mbak. Repot juga mbak harus menggambar setiap kali pelajaran. Waktu mereka masih kelas 4, pernah saya bawa poster parts of body. Mereka suka dibawa gambar-gambar seperti itu. Perhatian mereka lebih besar dari pada kalau saya menggambar di papan tulis.
- R : Untuk anak kelas 5, hambatan apa yang ibu temui saat mengajar?
- T : Mereka kurang pede untuk berbicara mbak. Saya tu bingung kegiatan apa yang cocok untuk mereka. Di buku dan LKS juga latihannya nggak ada yang untuk speaking. Nah, berhubungan bahasa Inggris ini silabusnya dibuat oleh tim KKG, jadi saya juga harus menyesuaikan mencari materi yang sesuai dengan silabus. Saya cari buku dan LKS. Karena ada beberapa buku, saya nggak minta anak buat beli buku. Tapi kalau ada yang mau beli ya boleh. Nah, untuk membantu belajar, mereka membeli LKS. Makanya saya sering menulis atau menggambar materi untuk mereka, lalu mereka menyalin di buku. Sebenarnya membuang waktu banyak.
- R : Untuk bahan atau materi yang diajarkan, ibu memiliki buku pegangan apa saja?
- T : Saya pakai Foundation English dan LKS nya dari Giat Belajar. Kalau buku paket anak-anak nggak punya. Mereka Cuma punya LKS. Itu digunakan untuk latihan di kelas.
- R : Apakah di dalam buku-buku tersebut ada gambar yang bisa difotokopi, misal flashcards atau poster?
- T : Tidak ada mbak. itulah sebabnya saya harus menggambar atau menuliskannya di papan tulis.

- R : Menurut ibu, bagaimana buku bahasa Inggris yang ibu gunakan dalam mengajar? Apakah cukup efektif untuk kegiatan belajar mengajar di kelas?
- T : Menurut saya ya kurang lengkap, ini isinya cuma materi sama latihan soal saja, ngga ada lagu atau permainan. Saya pengennya yang ada flashcardnya, kan membantu banget itu mbak.
- R : Apakah ibu menggunakan gambar dalam kegiatan belajar mengajar bahasa Inggris?
- T : Pakai mbak, biasanya saya nggambar di papan tulis. Soalnya nggak punya poster atau flashcard. Saya nggak sempat bikin mbak kalau di rumah.
- R : Jadi, menurut ibu, bagaimana jika anak-anak belajar bahasa Inggris menggunakan gambar?
- T : Wah bagus mbak, bisa untuk menarik perhatian mereka juga biar lebih seneng belajar bahasa Inggris. Apalagi kalau dalam bentuk poster atau flashcard, mereka kan jadi lebih fokus, kalau gambarnya menarik mereka pasti akan lebih mudah mengingat materi pembelajaran.

### The Result of Need Analysis

No	Statements	Options	Number of Students	Percentage
1.	Apakah adik-adik suka pelajaran bahasa Inggris?	a. Suka b. Biasa saja c. Tidak suka	13 12	60 % 40%
2.	Menurut adik, bagaimana pelajaran bahasa Inggris itu?	a. Menyenangkan b. Biasa saja c. Tidak menyenangkan	15 7 3	60% 28% 12%
3.	Topik/tema apa yang ingin adik pelajari dalam belajar bahasa Inggris?	a. Kegiatan sehari-hari b. Hobi c. Benda-benda di sekolah dan di kelas d. Tempat-tempat umum e. Keluarga f. Hewan g. Makanan dan minuman	11 9 9 13 6 7 20	14.6% 12% 12% 17.3% 8% 9.3% 26.6%
4.	Apakah adik suka belajar bahasa Inggris dengan mendengarkan penjelasan guru?	a. Suka b. Biasa saja c. Tidak suka	8 3 14	32% 12% 56%
5.	Apakah adik suka belajar bahasa Inggris dengan menyanyikan lagu?	a. Suka b. Biasa saja c. Tidak suka	10 14 1	40% 56% 4%
6.	Apakah adik suka belajar bahasa Inggris dengan teks bacaan?	a. Suka b. Biasa saja c. Tidak suka	14 8 3	56% 32% 12%
7.	Apakah adik suka belajar bahasa Inggris dengan menggunakan gambar?	a. Suka b. Biasa saja c. Tidak suka	25	100%
8.	Mana yang lebih adik suka?	a. Gambar sketsa b. Gambar foto c. Gambar kartun	3 22	12% 88%
9.	Mana yang lebih adik suka?	a. Gambar hitam putih b. Gambar berwarna	25	100%
10.	Apakah adik suka cerita yang ada ilustrasi gambarnya?	a. Suka b. Biasa saja c. Tidak suka	20 5	80% 20%
11.	Apakah adik suka belajar bahasa Inggris dengan tulisan saja?	a. Suka b. Biasa saja c. Tidak suka	5 20	20% 80%
12.	Apakah adik suka belajar bahasa Inggris dengan gambar dan tulisan?	a. Suka b. Biasa saja c. Tidak suka	20 5	80% 20%
13.	Apakah tampilan gambar dalam materi membantu adik dalam belajar bahasa Inggris?	a. Membantu b. Biasa saja c. Tidak membantu	25	100%

14.	Apa jenis kegiatan yang adik suka dalam belajar bahasa Inggris	a. Mengerjakan soal b. Mendengarkan guru c. Diskusi d. Mencatat e. Bermain <i>game</i> f. Menyanyi g. Mendengarkan cerita h. Membuat sesuatu i. Lainnya . . . .	14 6 11 5 19 9 7 4	18.6% 8% 14.6% 6.6% 25.3% 12% 9.3% 6.6%
15.	Apakah adik suka belajar bahasa Inggris dengan permainan?	a. Suka b. Biasa saja c. Tidak suka	25	100%
16.	Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>listening</i> ?	a. Mendengarkan dan mengulang b. Mendengarkan dan melakukan instruksi c. Mendengarkan dan mencocokkan d. Mendengarkan dan menandai e. Mendengarkan dan memberi informasi f. Mendengarkan dialog dan melengkapinya g. Lainnya . . .	7 13 15 8 5 2	14% 26% 30% 16% 10% 4%
17.	Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>speaking</i> ?	a. Bermain peran b. Bercerita c. Menyanyi d. Mewawancarai seseorang menggunakan angket atau survey e. Lainnya . . . .	10 3 5 7	40% 12% 20% 28%
18.	Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>reading</i> ?	a. Membaca dan menjawab pertanyaan b. Membaca dan membenarkan c. Membaca dan mengurutkan gambar d. Membaca cerita dan menceritakan kembali e. Menyusun huruf, kata atau kalimat f. Lainnya . . .	10 15 14 4 7	20% 30% 28% 8% 14%
19.	Aktivitas apa yang adik inginkan agar dapat membantu adik belajar <i>writing</i> ?	a. Menyalin dan menyusun kalimat b. Menulis nama-nama benda c. Menyusun kata menjadi kalimat d. Melengkapi kalimat rumpang e. Lainnya ...	14 9 2	56% 36% 8%
20.	Aktivitas apa yang adik	a. menjodohkan gambar dengan	16	64%

	inginkan agar dapat membantu adik belajar kosakata?	kata b. mengerjakan puzzle c. mengeja d. Lainnya . . .	8 1	32% 4%
21.	Dalam beraktivitas atau mengerjakan tugas, adik lebih suka mengerjakannya secara .	a. Individu (sendiri) b. Berpasangan c. Berkelompok	5 20	20% 80%
22.	Apakah adik mau mengerjakan tugas berpasangan atau berkelompok dengan lawan jenis?	a. Mau b. Tidak mau	5 20	20% 80%
23.	Menurut adik, kenapa adik harus belajar bahasa Inggris?	a. Karena suka belajar bahasa Inggris, belajar bahasa Inggris itu menyenangkan b. Karena ingin bisa berbahasa Inggris c. Karena bahasa Inggris adalah pelajaran di sekolah d. Karena disuruh orang tua / guru e. Karena banyak tulisan atau buku berbahasa Inggris f. Lainnya ...	11 22 10 4 3	22% 44% 20% 8% 6%
24.	Kemampuan bahasa Inggris apa yang lebih adik harapkan bisa dikuasai?	a. Speaking b. Writing	24 1	96% 4%
25.	Media apa yang ingin adik gunakan dalam belajar bahasa Inggris di kelas?	a. Gambar-gambar b. Teks bacaan c. Lagu d. Cerita yang dibacakan guru e. Realia f. Lainnya ...	22 7 4 7 10	44% 14% 8% 14% 20%
26.	Menurut adik, media apa yang membantu adik lebih mudah dalam belajar bahasa Inggris?	a. Gambar-gambar b. Teks bacaan c. Lagu d. Cerita yang dibacakan guru e. Realia f. Lainnya ...	25 10 4 4 7	50% 20% 8% 8% 14%
27.	Apakah adik suka belajar bahasa Inggris hanya dari LKS?	a. Suka b. Biasa saja c. Tidak suka	4 6 15	16% 24% 60%
28.	Apakah adik suka dengan guru yang mengawasi adik-adik dalam semua kegiatan belajar di kelas?	a. Suka b. Biasa saja c. Tidak suka	15 7 3	60% 28% 12%
29.	Apakah adik suka dengan	a. Suka	4	16%

	guru yang berada di depan kelas selama pelajaran?	b. Biasa saja c. Tidak suka	10 11	40% 44%
30.	Apakah adik suka dengan guru yang berkeliling kelas membantu dan mengawasi siswa dalam semua aktivitas?	a. Suka b. Biasa saja c. Tidak suka	20 5	80% 20%
31.	Apakah adik suka dengan guru yang cuek dan sering meninggalkan kelas?	a. Suka b. Biasa saja c. Tidak suka	5 5 15	20% 20% 60%

# *Appendix 3*

## *Course Grid*



**COURSE GRID OF “PICTURE AIDED ENGLISH MATERIALS FOR THE FIFTH GRADE STUDENTS  
OF SDN PIRING, SANDEN, BANTUL FOR THE EVEN SEMESTER”**


Topik	Kompetensi Dasar	Indikator	Materi Pembelajaran	Tugas	Aktivitas Siswa	Aktivitas Guru	Media
<i>What Time Is It?</i>	<u>Listening</u> Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah.	1. Siswa mampu merespon instruksi dengan memilih gambar yang tepat sesuai petunjuk yang diberikan. 2. Siswa mampu menunjukkan jam yang tepat sesuai petunjuk dengan tangan. 3. Siswa mampu menggambar jam yang tepat sesuai petunjuk yang diberikan.	Instruksi: <i>Repeat after me.</i> <i>Number the pictures.</i> <i>Listen to the instruction and make actions.</i>  Mengungkapkan waktu : <i>It's 5 o'clock.</i> <i>It's a half past 10.</i> <i>It's a quarter past 10.</i> <i>It's a half to 10.</i> <i>It's a quarter to 10.</i>  Kosakata: <i>Number : 1 – 12</i> <i>A half, a quarter, past, to, time, clock.</i>	1. <i>Listen and repeat</i> 2. <i>Listen and number</i> 3. <i>Listen and make the actions</i> 4. <i>Listen and draw</i>	<u>Presentation</u> - Memperhatikan guru yang menjelaskan menggunakan media dan berpartisipasi menjawab pertanyaan guru. - Bersama-sama mencoba mengulangi ucapan guru tentang mengungkapkan waktu.  <u>Practice</u> - Siswa (individu) dengan bimbingan guru memilih gambar yang sesuai dengan petunjuk dengan memberi nomor pada gambar. - Siswa (berkelompok) bermain <i>listen and make the actions</i> yaitu menunjukkan jam dengan tangannya. <u>Production</u> - Siswa (individu) dengan bimbingan guru menggambar jam sesuai dengan petunjuk.	<u>Presentation</u> - Memberikan contoh mengungkapkan waktu kepada siswa menggunakan media. - Sambil menunjukkan realia, meminta siswa mengulangi ucapan guru.  <u>Practice</u> - Meminta siswa untuk mendengarkan dan memilih jawaban dengan memberi nomor pada gambar. - Memberi contoh permainan <i>listen and make the actions</i> yaitu meminta siswa mendengarkan instruksi dari guru untuk menunjukkan jam dengan tangan. <u>Production</u> - Meminta siswa untuk mendengarkan dan menggambar jam sesuai petunjuk.	1. Sebuah realia jam
	<u>Speaking</u> Bercakap-cakap untuk	1. Siswa mampu menyatakan waktu dengan benar sesuai	Ekspresi: Menanyakan waktu : <i>What time is it?</i>	1. <i>Sing the song</i>	<u>Presentation</u> - Bersama-sama menyanyikan lagu “What	<u>Presentation</u> - Mengajak siswa bernyanyi “What time is	1. Flashcards of daily activities


	meminta/ memberi informasi secara berterima yang melibatkan tindak tutur : memberi informasi.	gambar yang diberikan. 2. Siswa mampu menggunakan ungkapan bertanya dan menyatakan waktu dengan bermain <i>Clock Game</i> .	Mengungkapkan waktu : <i>It's 5 o'clock.</i> <i>It's a half past 10.</i> <i>It's a quarter past 10.</i> <i>It's a half to 10.</i> <i>It's a quarter to 10.</i> <i>It's ten twenty.</i>  Kosakata kegiatan sehari-hari: <i>Get up, take a bath, breakfast, go to school, lunch, do homework, play, dinner, go to bed, etc.</i>	2. <i>Practice the dialog</i> 3. <i>Play the clock game</i> 4. <i>Play survey game</i>	<i>time is it?"</i> - Berlatih berdialog menanyakan dan menyatakan waktu dengan dialog yang sudah tersedia. - Memperhatikan contoh kosakata yang diajarkan guru. <u>Practice</u> - Secara berkelompok siswa bermain " <i>clock</i> " game tanya jawab menggunakan ungkapan mengenai waktu dengan bantuan <i>flashcards</i> . <u>Production</u> - Secara individu, siswa bermain " <i>survey</i> " game.	<i>it?"</i> - Memberi contoh dengan dialog tentang ungkapan menanyakan dan menyatakan waktu. Diperagakan dengan hand puppet atau wayang-wayangan. - Memperkenalkan kosakata kegiatan sehari-hari dengan bantuan <i>flashcards</i> . <u>Practice</u> - Memberi contoh bermain " <i>clock</i> " game. <u>Production</u> - Memberi contoh bermain " <i>survey</i> " game. - Mengamati siswa bermain " <i>survey</i> " game.	2. 1 set <i>flashcards</i> jam dan <i>boardmarker</i>
	<u>Reading</u> Memahami kalimat dan pesan tertulis sangat sederhana.	1. Siswa mampu mengidentifikasi bagian-bagian memo. 2. Siswa mampu menyusun memo dengan urutan yang tepat.	Contoh memo sederhana: <i>February 2</i> <i>To Andri</i> <i>Come to my house at 3 o'clock.</i> <i>From Dodi</i>  Bagian-bagian memo: - <i>Date</i> - <i>Recipient</i> - <i>Content</i> - <i>Sender</i>	1. <i>Read the memo</i> 2. <i>Read and identify</i> 3. <i>Read and arrange</i> 4. <i>Read the memo in front of the class</i>	<u>Presentation</u> - Siswa mendengarkan penjelasan guru. - Bersama-sama menyebutkan bagian-bagian memo yang ditunjuk guru. <u>Practice</u> - Siswa membaca dan mengidentifikasi bagian-bagian memo seperti yang telah dicontohkan. <u>Production</u> - Siswa menyusun memo dan membacakannya di depan kelas.	<u>Presentation</u> - Memperlihatkan contoh memo sederhana menggunakan media. - Meminta siswa menyebutkan bagian-bagian memo secara lisan. <u>Practice</u> - Meminta siswa membaca memo dan mengidentifikasi bagian-bagian memo tersebut. <u>Production</u> - Meminta siswa siswa menyusun memo dan	1. Realia memo sederhana.

						membacanya.	
	<u>Writing</u> Menyalin dan menulis kalimat sangat sederhana dengan tanda baca yang tepat.	1. Siswa mampu menulis memo berdasarkan informasi yang diberikan. 2. Siswa mampu menulis memo untuk diberikan kepada teman. 3. Siswa mampu menulis jadwal kegiatan sehari-hari.	Contoh memo sederhana: <i>January 5</i> <i>To Aulia</i> <i>Do your homework.</i> <i>From Mom</i>  Bagian-bagian memo: - <i>Recipient</i> - <i>Content</i> - <i>Sender</i>  <i>Writing the TV schedule.</i> 1. <i>Spongebob squarepant is on Sunday at four o'clock.</i> 2. <i>Upin and Ipin is on Saturday at a half past five.</i>  Kosakata kegiatan sehari-hari: <i>Get up, take a bath, breakfast, go to school, lunch, do homework, play, dinner, go to bed, etc.</i>	1. <i>Write the memo based on the information.</i> 2. <i>Write your memo</i> 3. <i>Write the TV schedule</i> 4. <i>Write your daily activity</i>	<u>Presentation1</u> - Siswa memperhatikan contoh yang diberikan. <u>Practice1</u> - Siswa menulis memo berdasar informasi yang diberikan. <u>Production1</u> - Siswa menulis memonya sendiri untuk dikirimkan kepada teman. <u>Presentation2</u> - Memperhatikan contoh yang diberikan guru. <u>Practice2</u> - Menulis jadwal siaran TV. <u>Production2</u> - Siswa menulis jadwal kegiatan sehari-hari.	<u>Presentation 1</u> - Memperlihatkan contoh memo sederhana. <u>Practice 1</u> - Meminta siswa menulis memo berdasarkan informasi yang ada. <u>Production1</u> - Meminta siswa menulis memonya sendiri.  <u>Presentation 2</u> - Memberi contoh membaca jadwal siaran TV. - Memberi contoh menuliskan jadwal kegiatan sehari-hari. <u>Practice 2</u> - Meminta siswa menuliskan jadwal siaran TV. <u>Production2</u> - Meminta siswa menuliskan jadwal kegiatan sehari-hari berdasarkan contoh..	1. <i>Flashcards of daily activities</i>
<i>I Want Cake</i>	<u>Listening</u> Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks	1. Siswa mampu merespon instruksi terkait ungkapan menyatakan keinginan dengan menunjukkan	Ekspresi: <i>Asking desire:</i> <i>WH Question +Aux + S + want +to +eat?</i> <i>Example : What do you want to eat?</i>	1. <i>Listen and repeat</i> 2. <i>Whispering game</i>	<u>Presentation</u> - Mendengarkan penjelasan guru kemudian mencoba menirukan ucapan guru secara bersama-sama.	<u>Presentation</u> - Memberi contoh macam-macam <i>foods and drinks</i> dengan bantuan <i>flashcards</i> . - Meminta siswa	1. <i>Flashcards of foods and drinks</i>

	sekolah.	gambar yang tepat.	<p><i>Expressing desire:</i> S + want (s) + to eat + N <i>Example: I want to eat cake.</i></p> <p>Kosakata: <i>Cake, fried chicken, noodle, rice, juice, milk, tea, coffee, etc.</i></p>	<p>3. <i>Listen and match</i></p> <p>4. <i>Listen and label</i></p>	<p>- Mendengarkan contoh dari guru mengenai <i>expressing desire</i>.</p> <p><u>Practice</u></p> <p>- Memperhatikan contoh lalu berkelompok bermain <i>whispering game</i>.</p> <p>- Mendengarkan deskripsi dan menjodohkan gambar.</p> <p><u>Production</u></p> <p>- Mendengarkan deskripsi dan memberi nama pada gambar.</p>	<p>menirukan ucapan guru.</p> <p>- Memberikan contoh ungkapan <i>expressing desire</i> dengan dialog.</p> <p><u>Practice</u></p> <p>- Memberi contoh bermain <i>whispering game</i>.</p> <p>- Meminta siswa menjodohkan gambar sesuai deskripsi dari guru.</p> <p><u>Production</u></p> <p>- Membacakan deskripsi gambar dan meminta siswa memberi nama pada gambar yang tepat.</p>	
	<p><u>Speaking</u></p> <p>Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi.</p>	<p>1. Siswa mampu berbicara untuk bertanya dan menyatakan keinginan tentang makanan dan minuman.</p> <p>2. Siswa mampu berbicara untuk menyatakan hal yang disukai dan tidak disukai.</p>	<p>Ekspresi:</p> <p><i>Asking about like:</i> <i>Do you like ... ?</i></p> <p><i>Expressing like:</i> <i>I like ...</i></p> <p><i>Expressing dislike:</i> <i>I don't like ...</i></p>	<p>1. <i>Listen and repeat</i></p> <p>2. <i>Do survey game</i></p> <p>3. <i>Play restaurant game</i></p> <p>4. <i>Play memory game</i></p>	<p><u>Presentation 1</u></p> <p>- Siswa memperhatikan guru dan menirukan dialog yang dicontohkan.</p> <p><u>Practice 1</u></p> <p>- Berpartisipasi menjawab pertanyaan guru.</p> <p><u>Production 1</u></p> <p>- Setelah memperhatikan guru cara bermain "survey" game, siswa melakukan survey dibimbing oleh guru.</p>	<p><u>Presentation 1</u></p> <p>- Guru menggunakan <u>hand puppet</u> atau <u>wayang</u> memberi contoh ungkapan bertanya, mengungkapkan kesukaan dan ketidaksukaan.</p> <p><u>Practice 1</u></p> <p>- Guru berinteraksi dengan siswa bertanya jawab terkait materi pembelajaran.</p> <p><u>Production 1</u></p> <p>- Memberi contoh melakukan "survey" game lalu meminta siswa melakukan survey kepada teman-temannya.</p>	<p>1. <i>Flashcards of foods and drinks</i></p> <p>2. <i>Menu board dan small flashcards of foods and drinks</i></p> <p>3. <i>Hand puppet atau wayang-wayangan</i></p>

					<p><u>Presentation 2</u></p> <ul style="list-style-type: none"> <li>- Mengingat-ingat kembali terkait materi pembelajaran yang dipresentasikan guru.</li> </ul> <p><u>Practice 2</u></p> <ul style="list-style-type: none"> <li>- Secara berkelompok bermain “restaurant” game satu siswa berperan sebagai pelayan, yang lain sebagai pemesan.</li> </ul> <p><u>Production 2</u></p> <ul style="list-style-type: none"> <li>- Siswa bertanya kepada pasangannya tentang makanan dan minuman yang ingin dimakan, dingat, lalu diceritakan di depan kelas.</li> </ul>	<p><u>Presentation 2</u></p> <ul style="list-style-type: none"> <li>- Guru mengingatkan kembali cara bertanya dan menyatakan keinginan tentang makanan dan minuman.</li> </ul> <p><u>Practice 2</u></p> <ul style="list-style-type: none"> <li>- Memberi contoh bermain “restaurant” game lalu membagi siswa ke dalam beberapa kelompok untuk bermain memainkannya.</li> </ul> <p><u>Production 2</u></p> <ul style="list-style-type: none"> <li>- Memberi contoh bermain “memory” game, lalu meminta siswa secara berpasangan untuk memainkannya.</li> </ul>	
	<p><u>Reading</u></p> <p>Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.</p>	<ol style="list-style-type: none"> <li>1. Siswa mampu mengidentifikasi kosakata <i>foodss and drinks</i>.</li> <li>2. Siswa mampu mengidentifikasi kalimat deskripsi benar atau salah berdasar gambar yang diberikan.</li> <li>3. Siswa mampu mengidentifikasi keinginan seseorang berdasarkan kalimat deskripsi yang</li> </ol>	<p>Kosakata terkait makanan dan minuman :</p> <p><i>Cake, fried chicken, noodle, biscuit, rice, salad, juice, milk, soda, tea, coffee, water, etc.</i></p> <p>Ungkapan:</p> <p><i>Expressing desire:</i></p> <p><i>S + want (s) + to eat + N</i></p> <p><i>Example: I want to eat cake.</i></p> <p><i>Expressing like:</i></p>	<ol style="list-style-type: none"> <li>1. <i>Match the words with the pictures</i></li> <li>2. <i>Find the words</i></li> <li>3. <i>Read and write their name</i></li> <li>4. <i>True or false</i></li> </ol>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>- Mengingat kembali materi <i>foods and drinks</i> dan berpartisipasi menjawab pertanyaan guru.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Siswa menjodohkan kata dengan gambar.</li> <li>- Seswa mencari kosakata <i>foods and drinks</i> lalu menuliskannya.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Siswa membaca untuk memahami kalimat lalu mencocokkan dengan</li> </ul>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>- Mengingat kembali kepada siswa kosakata <i>foods and drinks</i> dan meminta untuk mengejanya.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Meminta siswa menjodohkan gambar dengan kata.</li> <li>- Meminta siswa mencari kosakata <i>foods and drinks</i> di dalam kotak berisi huruf acak.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Membantu siswa</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Flascards of foods and drinks</i></li> </ol>

		diberikan.	<p><i>I like ...</i></p> <p><i>Expressing dislike:</i> <i>I don't like ...</i></p>		<p>gambar yang sesuai deskripsi kalimat.</p> <ul style="list-style-type: none"> <li>- Siswa membaca untuk memahami kalimat lalu membandingkannya dengan gambar untuk menentukan benar atau salah. Jika pernyataan benar beri tanda " √ ", dan " X " untuk pernyataan salah.</li> </ul>	<p>memahami kalimat lalu memilih gambar yang sesuai dengan deskripsi tersebut.</p> <ul style="list-style-type: none"> <li>- Memberi contoh menentukan kalimat benar atau salah dengan membaca kalimat deskripsi lalu membandingkannya dengan gambar.</li> </ul>	
	<p><u>Writing</u></p> <p>Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat.</p>	<ol style="list-style-type: none"> <li>1. Siswa mampu menuliskan kosakata terkait makanan dan minuman dengan benar.</li> <li>2. Siswa menulis untuk mendeskripsikan gambar.</li> </ol>	<p>Contoh materi : Kosakata terkait makanan dan minuman : <i>Cake, fried chicken, noodle, biscuit, rice, salad, juice, milk, soda, tea, coffee, water, etc.</i></p> <p><i>Expressing like:</i> <i>I like ...</i></p> <p><i>Expressing dislike:</i> <i>I don't like ...</i></p> <p>Contoh kalimat :     <i>She likes burger.</i></p>	<ol style="list-style-type: none"> <li>1. <i>Arrange and write</i></li> <li>2. <i>Do the crossword puzzle</i></li> <li>3. <i>Arrange the jumbled word</i></li> <li>4. <i>Write the description</i></li> </ol>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>- Mengingat kembali materi <i>foods and drinks</i> dan berpartisipasi menjawab pertanyaan guru.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Menyusun huruf menjadi kata sesuai gambar yang ditunjukkan.</li> <li>- Mengisi teka-teki silang dengan bantuan guru.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Siswa menyusun kata menjadi kalimat seperti yang dicontohkan guru.</li> <li>- Siswa melihat gambar dan menuliskan deskripsi gambar yang diberikan guru.</li> </ul>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>- Mengulang kembali materi yang telah dipelajari untuk mengingatkan siswa.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Meminta siswa menyusun huruf menjadi kata terkait materi pembelajaran.</li> <li>- Membantu siswa mengerjakan teka-teki silang.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Guru memberi contoh menyusun kata menjadi kalimat yang benar.</li> <li>- Guru memberi contoh menuliskan kalimat deskripsi gambar.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Flashcards of foods and drinks</i></li> </ol>

			 <p><i>I like sandwiches and ice cream.</i></p>				
<i>Where is the bank?</i>	<u>Listening</u> Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah.	1. Siswa mampu merespon instruksi dengan menunjukkan gambar yang tepat sesuai instruksi.	Kosakata <i>public places and directions</i> : <i>School, bank, post office, pharmacy, hospital, mosque, zoo, railway station, market, turn left, turn right, go straight.</i>  <i>Asking for direction</i> : - WH Question+ tobe+ determiner + N  <i>Giving direction</i> : - V+adv  <i>Example of Expression</i> : - <i>Excuse me where's the library?</i> - <i>Go straight and turn right. It's on your right side.</i>	1. <i>Let's sing a song</i> 2. <i>Listen and repeat</i> 3. <i>Listen and stick</i> 4. <i>Listen and guess</i>	<u>Presentation</u> - Mendengarkan lalu menyanyikan lagu bersama-sama. - Memperhatikan contoh yang ditunjukkan guru dan berpartisipasi menjawab pertanyaan guru. <u>Practice</u> - Siswa mendengarkan instruksi guru lalu menunjukkan tempat yang dimaksud dengan menempelkan sticker pada gambar yang sesuai <u>Production</u> - Siswa mendengarkan instruksi guru untuk menebak tempat yang dimaksud.	<u>Presentation</u> - Guru memberi contoh menyanyikan lagu lalu meminta siswa menyanyikan lagu bersama-sama. - Menunjukkan <i>flashcards of public places and directions</i> untuk memberi contoh kosakata terkait materi pembelajaran. <u>Practice</u> - Guru membacakan instruksi. <u>Production</u> - Guru meminta siswa mendengarkan instruksi yang berisi perintah untuk menuju ke suatu tempat. Siswa menebak tempat yang dimaksud.	1. <i>Flashcards of public places and directions</i>
	<u>Speaking</u> Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak	1. Siswa mampu berbicara menggunakan kosakata dan ekspresi <i>asking for and giving direction</i> .	<i>Prepositions</i> : <i>Between</i> <i>Across</i> <i>Beside</i> <i>Behind</i> <i>In front of</i>	1. <i>Listen and repeat</i> 2. <i>Play guessing game</i>	<u>Presentation</u> - Siswa memperhatikan guru dalam memberi contoh <i>prepositions</i> dan berpartisipasi bertanya jawab dengan guru.	<u>Presentation</u> - Guru menunjukkan <i>flashcard</i> untuk memberi contoh <i>prepositions</i> .	1. <i>Flashcards of prepositions</i> 2. <i>Map cards</i> 3. <i>Information gap maps</i>

	tutur: memberi aba-aba dan memberi petunjuk.	2. Siswa mampu berbicara menggunakan <i>prepositions</i> untuk memberitahu letak suatu tempat.	<i>Example of expression</i> : <i>The bank is between the market and the zoo.</i>	3. <i>Complete the map</i> 4. <i>Giving direction</i>	<u>Practice</u> - Siswa bermain “ <i>guessing</i> ” game, satu kelompok memberi petunjuk, kelompok yang lain menebak tempat yang dimaksud. - Siswa bermain “ <i>complete the map</i> ” berpasangan. Siswa bertanya satu sama lain letak tempat yang belum ada di peta. <u>Production</u> - Dengan bantuan peta, siswa memberikan petunjuk ke tempat yang dimaksud guru.	<u>Practice</u> - Guru memberi contoh bermain “ <i>guessing</i> ” game, lalu meminta siswa membentuk kelompok dan memberi media permainan. - Guru memberi contoh aktivitas <i>information gap</i> , lalu meminta siswa bermain berpasangan dan memberi media permainan. <u>Production</u> - Guru memberi peta kepada siswa lalu meminta siswa untuk memberikan petunjuk arah ke suatu tempat.	
	<u>Reading</u> Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.	1. Siswa mampu menemukan kosakata <i>public places and directions</i> . 2. Siswa mampu mengidentifikasi kalimat deskripsi benar atau salah berdasarkan gambar yang diberikan.	Kosakata <i>public places</i> : <i>School, bank, post office, pharmacy, hospital, mosque, zoo, railway station, market.</i>  <i>Prepositions</i> : <i>Between</i> <i>Across</i> <i>Beside</i> <i>Behind</i> <i>In front of</i>	1. <i>Match the words with pictures</i> 2. <i>Find the words</i> 3. <i>Play Where am I Game</i> 4. <i>True or false</i>	<u>Presentation</u> - Mengingat kembali materi kosakata <i>public places</i> dan <i>prepositions</i> dan berpartisipasi menjawab pertanyaan guru. <u>Practice</u> - Menjodohkan gambar dengan kata. - Mencari kosakata bertema <i>public places</i> dan mewarnainya. <u>Production</u> - Membaca instruksi yang ada di peta, lalu menentukan letak tempat sesuai deskripsi yang	<u>Presentation</u> - Mengingat kembali mengenai materi kosakata kata <i>public places</i> dan <i>prepositions</i> . <u>Practice</u> - Meminta siswa menjodohkan gambar dengan kata. - Meminta siswa mencari kosakata bertema <i>public places</i> di dalam kotak berisi huruf acak. <u>Production</u> - Memberi contoh bermain “ <i>where am I</i> ” game lalu meminta siswa untuk	1. <i>Map with instructions</i>



					dimaksud. - Siswa membaca kalimat deskripsi lalu melihat gambar untuk menentukan benar atau salah.	memainkannya. - Memberi contoh siswa menentukan kalimat benar atau salah berdasarkan gambar.	
	<u>Writing</u> Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat.	1. Siswa mampu menuliskan kosakata <i>public places</i> dengan benar. 2. Siswa menulis untuk mendeskripsikan gambar.	Kosakata <i>public places</i> : <i>School, bank, post office, pharmacy, hospital, mosque, zoo, railway station, market.</i>  <i>Prepositions:</i> <i>Between</i> <i>Across</i> <i>Beside</i> <i>Behind</i> <i>In front of</i>	1. <i>Arrange and write</i> 2. <i>Do the crossword puzzle</i> 3. <i>Fill in the blank</i> 4. <i>Write the description</i>	<u>Presentation</u> - Mengingat kembali materi <i>foods and drinks</i> dan berpartisipasi menjawab pertanyaan guru. <u>Practice</u> - Menyusun huruf menjadi kata sesuai gambar yang ditunjukkan. - Mengisi teka-teki silang dengan bantuan guru. <u>Production</u> - Siswa melengkapi kalimat dengan preposition sesuai gambar yang ditunjukkan. - Siswa melihat gambar dan menuliskan deskripsi gambar yang diberikan.	<u>Presentation</u> - Mengulang kembali materi yang telah dipelajari untuk mengingatkan siswa. <u>Practice</u> - Meminta siswa menyusun huruf menjadi kata terkait materi pembelajaran. - Membantu siswa mengerjakan teka-teki silang. <u>Production</u> - Guru memberi contoh penggunaan preposition dalam kalimat. - Guru memberi contoh menuliskan kalimat deskripsi.	

# *Appendix 4*

## *Research*

### *Participants*

List of Fifth Grade Students of SDN Piring, Sanden, Bantul

No.	Names	Sex
1.	Aldian Prastawan Tara	M
2.	Andika Novianto	M
3.	Fajar Afanta	M
4.	Bekti Kurniawan	M
5.	Farid Pandu Utomo	M
6.	Berliansah P.S.	M
7.	Fauzan Puguh Imanto	M
8.	Yoan Bagus Pradipta	M
9.	Disma Danu Tirta	M
10.	Yusuf Ahmad Permadi	M
11.	Wawan Susila	M
12.	Anggri Fian	M
13.	Aan Sugandi	M
14.	Dwi Puji Nurcahyo	M
15.	Yudi Wulansyah	M
16.	Kristianta	M
17.	Adi Saputra	M
18.	Fadiyah Nur Fauziah	F
19.	Nurrohmah Fadhillah	F
20.	Eviana Nur Cahyani	F
21.	Tri Rahmawati	F
22.	Beti Uswatun Khasanah	F
23.	Mia Dwi Yani	F
24.	Galih Yuliana Putri	F
25.	Tasa Berliana Putri	F

### List of Experts of the Materials Design

No.	Names	Group of Respondents	Educational Background	Teaching Experience (years)
1.	Suciati, M. Ed.	English Education Lecture	PG	> 4 years
2.	Endarti, S.Pd.	Kinderstation teacher	UG	> 4 years
3.	Asep Setiadi, S.Pd.	Cilacs Instructor	UG	0-2 years
4.	Pradana Akbar, S.Pd.	Interprime College teacher	UG	0-2 years
5.	Brian Harniasti, S.Pd.	MTs Pandanaran Teacher	UG	0-2 years
6.	Pasiningsih, S.Pd.	Fastrack Fun School Teacher	UG	> 4 years
7.	Istik Suwardani, S.Pd.	SDN Piring Teacher	UG	> 4 years
8.	Andika Tri Surini	Realia teacher	UG	> 4 years

*Appendix 5*

*First Draft of the*

*Materials*

# Unit 1

## What time is it?



# LISTENING

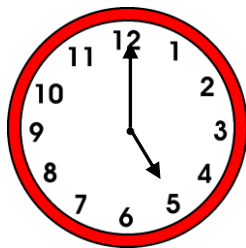
Let's Listen

## Activity 1

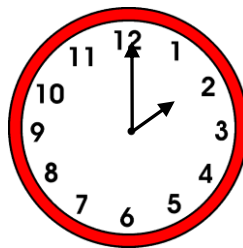


Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

It's 5 o'clock.



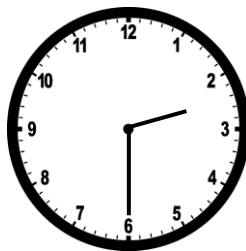
It's 2 o'clock.



It's half to 9.



It's half to 3.



It's half to 11.



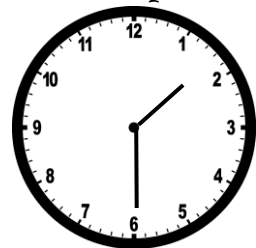
It's half past 2.



It's half past 10.

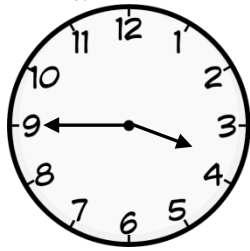


It's half past 1.

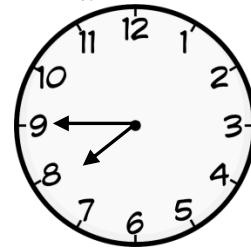




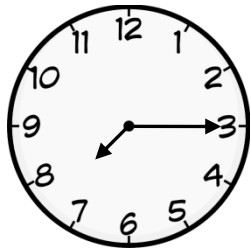
It's a quarter to 4.



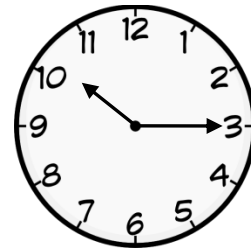
It's a quarter to 8.



It's a quarter past 7.



It's a quarter past 10.



## Activity 2

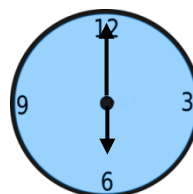
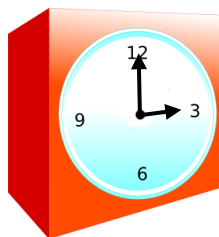


Listen to your teacher  
and number the pictures.  
(Dengarkan gurumu  
dan beri nomor gambarnya.)

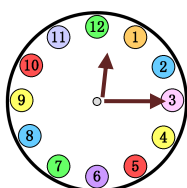
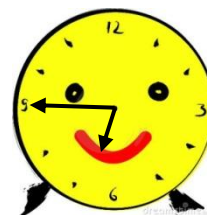
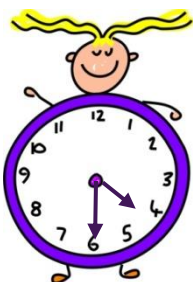
Example:

You will hear your teacher says:

**Number one:** What time is it? It's six o'clock.







### Activity 3



Let's play "Listen and Action". Listen to your teacher's instructions and make the actions.  
(Mari bermain "Listen and Action". Dengarkan instruksi gurumu dan beraktinglah.)

Example:

It's a quarter to six.



It's a quarter to two.



## Activity 4

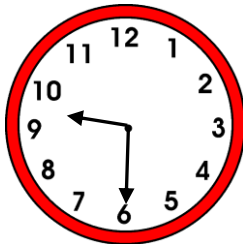


Listen to your teacher and draw the clock's hands.  
(Dengarkan gurumu dan gambar jarum jamnya.)

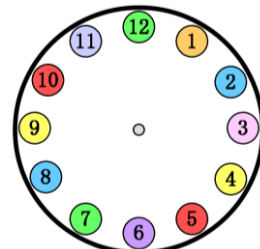
Example:

You will hear your teacher says: It's half past nine.

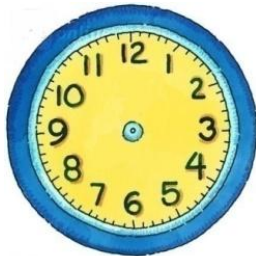
1.



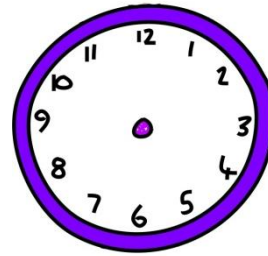
2.



3.



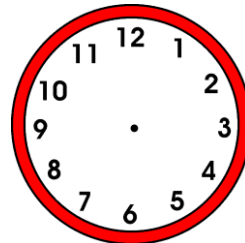
4.



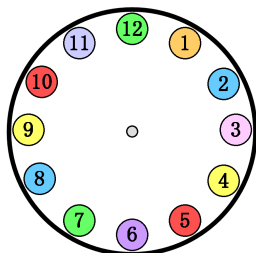
5.



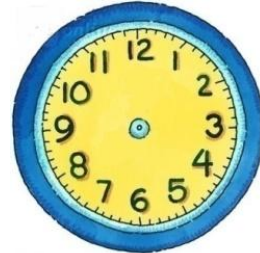
6.



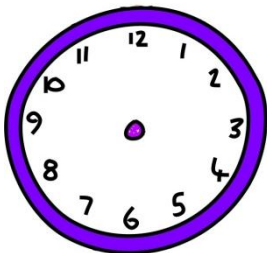
7.



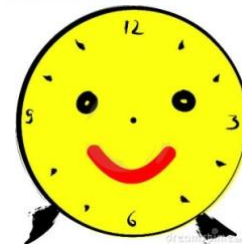
8.



9.



10.



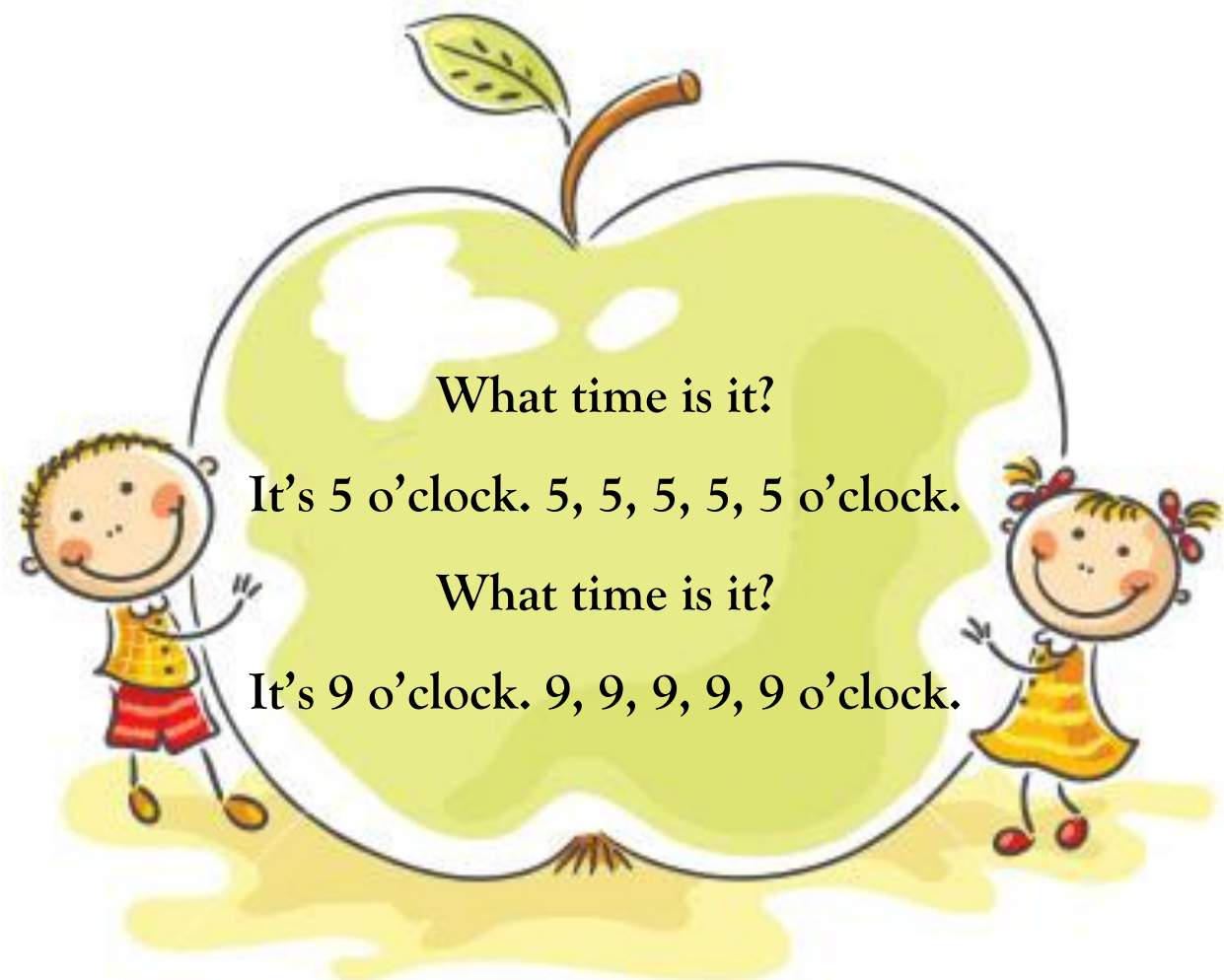
# SPEAKING

## Let's Speak

### Activity 1



Let's sing together.  
(Mari bernyanyi bersama.)



## Activity 2



Look at the example of the dialogue, and practice the expressions with your friend.

(Lihat contoh dialog, lalu praktekkan ungkapan-ungkapannya dengan temanmu.)

Dona, wake up and have breakfast.

Ooh, what time is it mom?

OK.

It's half to six.

Arwin, what time is it?

It's a quarter to three.

Sorry, I have to go home.

Why?

I have an English lesson at 3 o'clock.

OK, see you.







Heri, what time do you get up?

I get up at half past five.

I get up at 5 o'clock. And you, Ana?

What time is your breakfast?

I have breakfast at half to seven. What time do you go to school?

Then, what time do you play football?

I go to school at a quarter to seven.

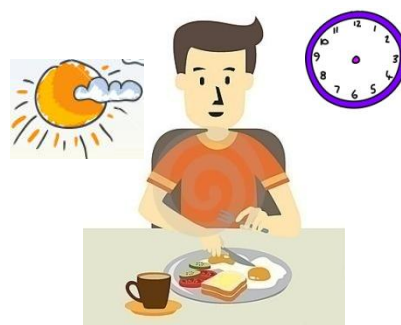
I play football at 3 o'clock.



get up



take a bath



have breakfast





go to school



have lunch



do homework



watch TV



have dinner



go to bed

### Activity 3



Let's play "Clock" game. Listen to the rules of the game from your teacher.  
(Mari bermain "*Clock*" game. Dengarkan aturan permainannya dari gurumu.)





### How to play the “Clock” game

#### Cara bermain “Clock” game

1. Buatlah kelompok berisi 4 orang. Permainan ini dimainkan satu kelompok melawan satu kelompok.
2. Gurumu akan memberimu satu paket media permainan berupa spidol dan *flashcard* jam.
3. Kelompok pertama menggambar jarum jam pada *flashcard*, menunjukkannya dan memberi pertanyaan “*What time is it?*”, kelompok kedua menjawab. Kemudian bergantian kelompok dua memberi pertanyaan, kelompok satu menjawab.

Contoh:

Kelompok 1: (menunjukkan *flashcard*) *What time is it?*

Kelompok 2: *It’s 5 o’clock.*

Kelompok 1: *That’s right.*

Kelompok 2: (menunjukkan *flashcard*) *What time is it?*

Kelompok 1: *It’s half past seven.*

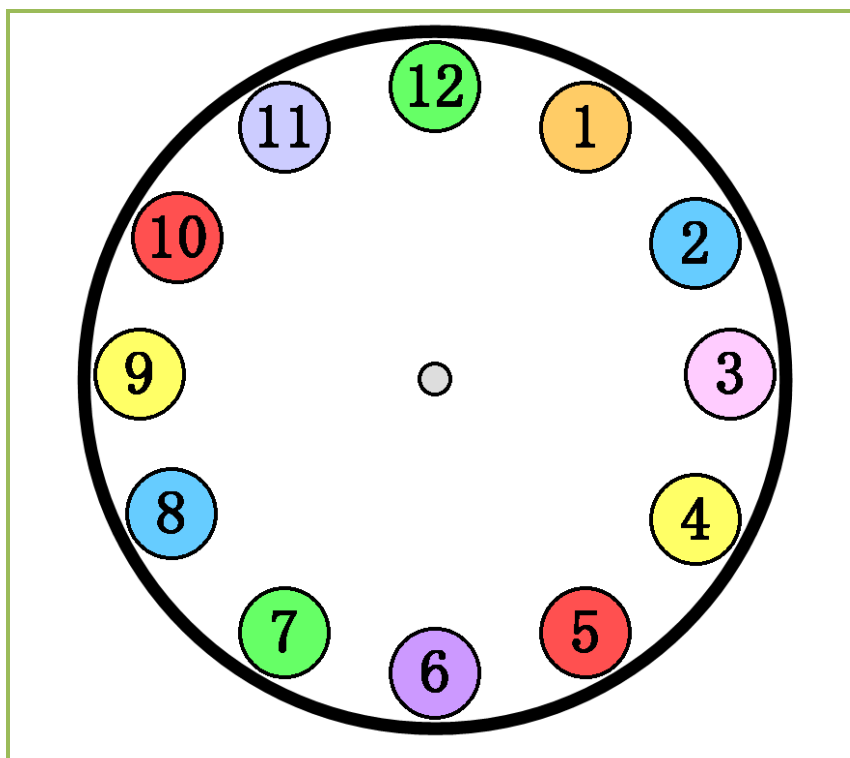
Kelompok 2: *That’s right.*

4. Jawaban yang benar bernilai 1 poin. Kelompok yang mendapat nilai paling tinggi adalah pemenangnya.

#### The media of the game (Alat-alat permainan)

1. Board markers
2. Clock *flashcards*





#### Activity 4



Let's play "Survey" game. Listen to the rules of the game from your teacher.  
(Mari bermain "*Survey*" game. Dengarkan aturan permainannya dari gurumu.)

Example.

Student A: What time do you **get up**?

Student B: I get up at five o'clock.

Student A: What time do you **take a bath**?

Student B: I take a bath at six o'clock.

Student A: What time do you **have breakfast**?



















Student B: I have breakfast at half past six.







## Students' worksheet

<div>activities</div> <div>names</div>			
Student B			
			
			
			
			



# READING

## Let's Read

### Activity 1



Read and mention the parts of the example of memo below.

(Baca dan sebutkan bagian-bagian dari contoh memo di bawah ini.)

March 3

To Mila

Don't forget. You have an English lesson at 4 o'clock.

From Mom

Date

Recipient

Content

Sender

### Activity 2

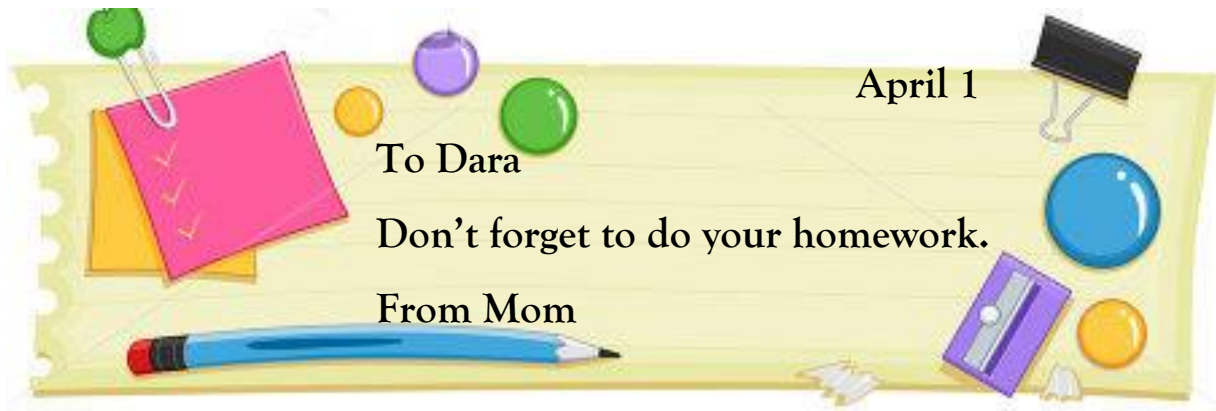


Read and identify the parts of the memo.

(Baca dan identifikasi bagian-bagian dari memo.)



Example:

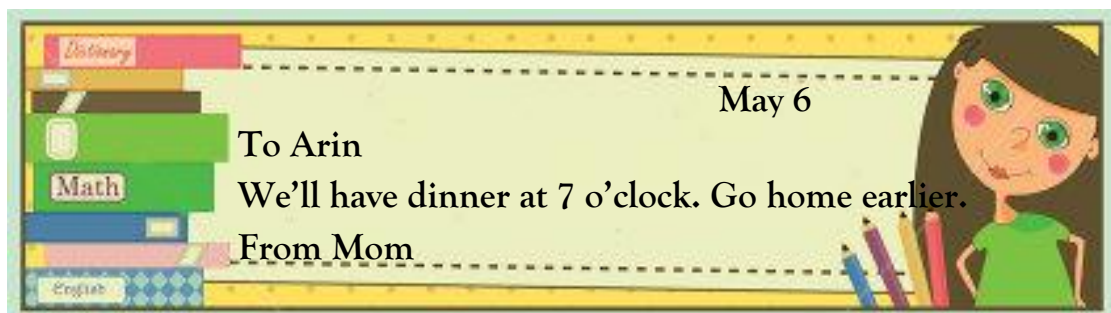


Date : April 1

Recipient : Dara

Content : Don't forget to do your homework.

Sender : Mom



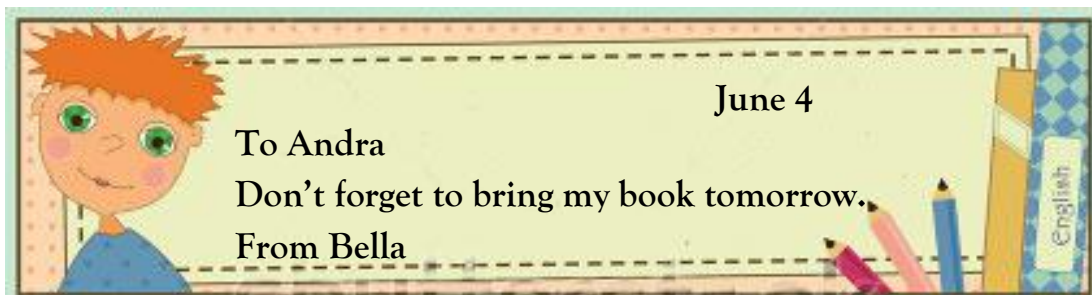
Date :

Recipient :

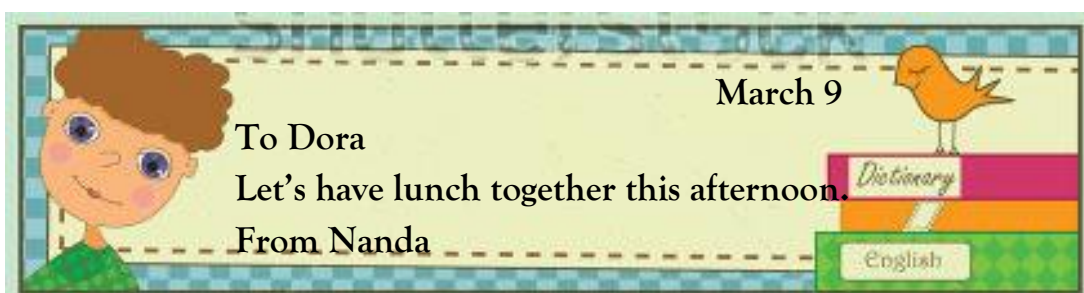
Content :

Sender :

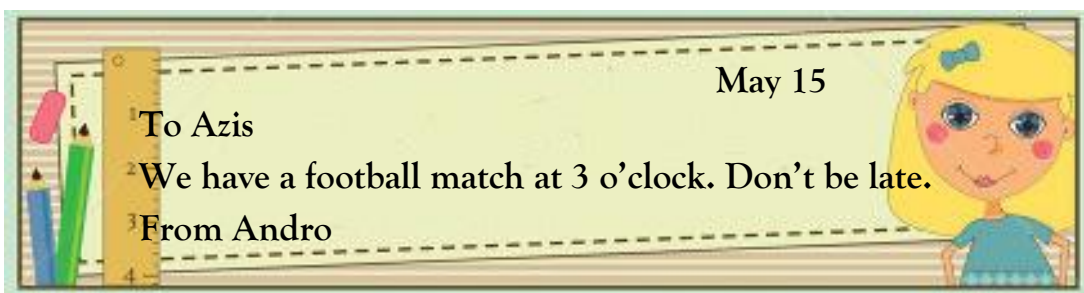




Date :  
 Recipient :  
 Content :  
 Sender :



Date :  
 Recipient :  
 Content :  
 Sender :



Date :  
 Recipient :  
 Content :  
 Sender :





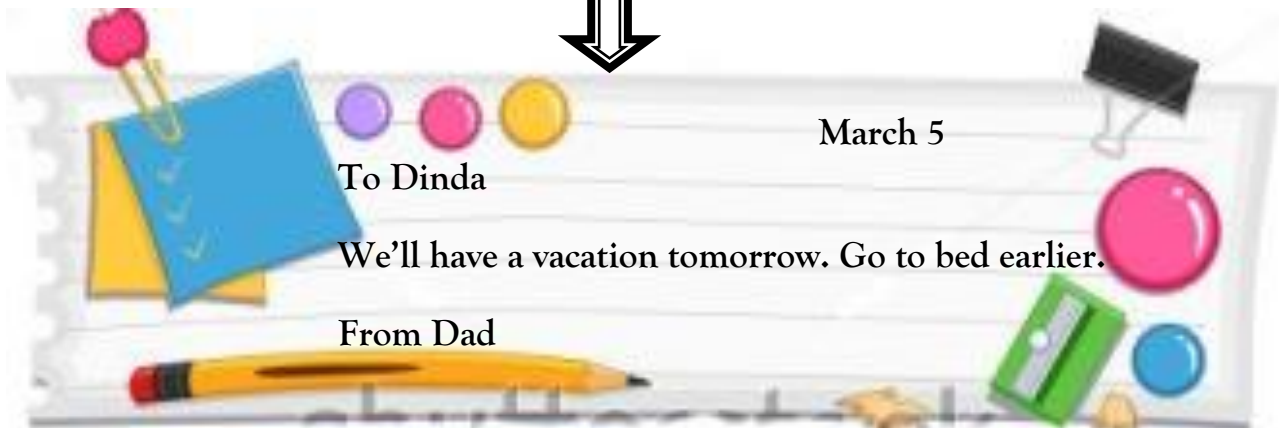
### Activity 3



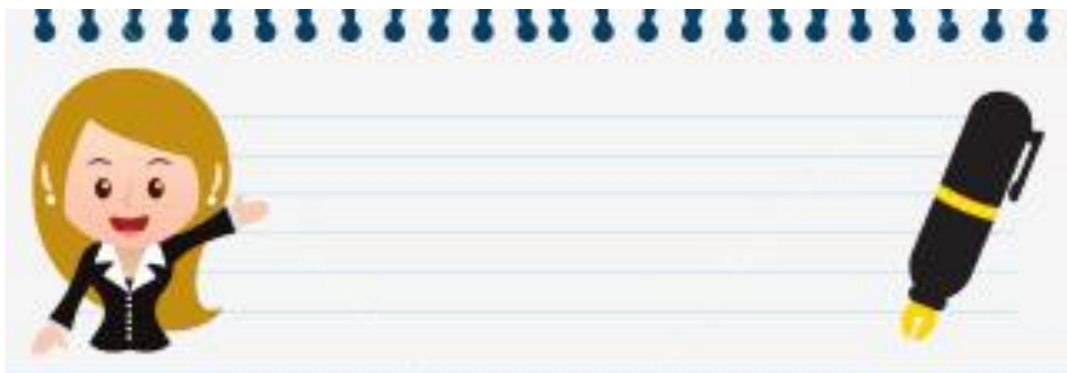
Arrange the memos based on the example given.  
(Susunlah memonya berdasarkan contoh yang telah diberikan.)

Example:

To Dinda	March 5	From Dad
We'll have a vacation tomorrow. Go to bed earlier.		



April 10	To Diana	From Tamara
Please come to my house at 3 o'clock.		



Let's have dinner at 7 o'clock.

To Nanda

From Diana

June 6



April 2

To Andre

From Anton

Let's play football after school.



Come to my house at 4 o'clock to do homework.

From Toni

April 9

To Hengki



#### Activity 4



After doing the previous activity,  
please read the memos in front of your friends.  
(Setelah melakukan aktivitas sebelumnya, bacalah  
memonya di depan teman-temanmu.)



# WRITING

## Let's Write

### Activity 1



Write the memos based on the information given.  
(Buatlah memo berdasarkan informasi yang diberikan.)

Example:

Date : May 10  
Recipient : Rina  
Content : Don't forget to bring your lunch.  
Sender : Mom







Date : March 25  
Recipient : Lisa  
Content : Don't forget to do  
your homework.  
Sender : Mom

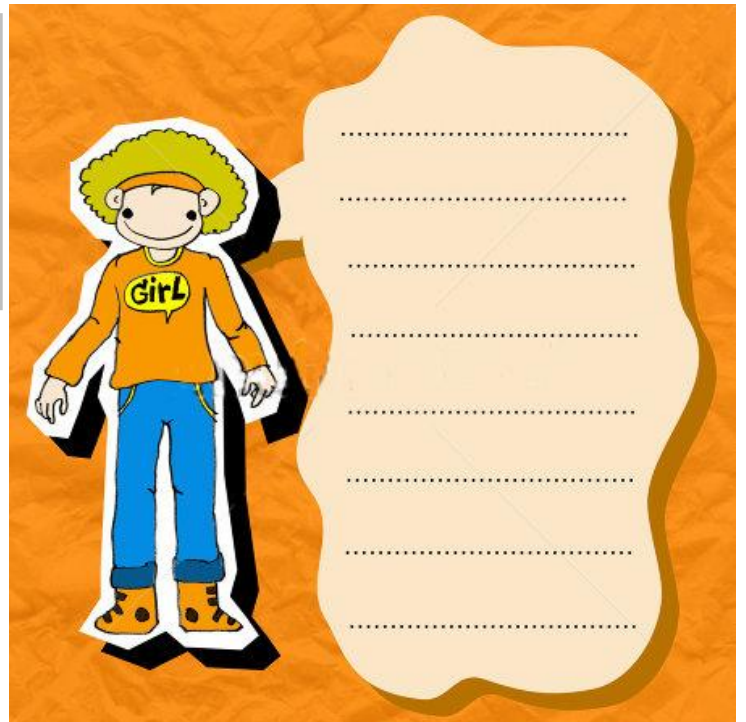


Date : April 7  
Recipient : Dani  
Content : Go home earlier.  
Sender : Dad





Date : May 11  
Recipient : Ari  
Content : Go to canteen to  
have lunch together.  
Sender : Irfan



Date : June 20  
Recipient : Tika  
Content : Please come to my  
house for dinner at  
7 o'clock.  
Sender : Sinta



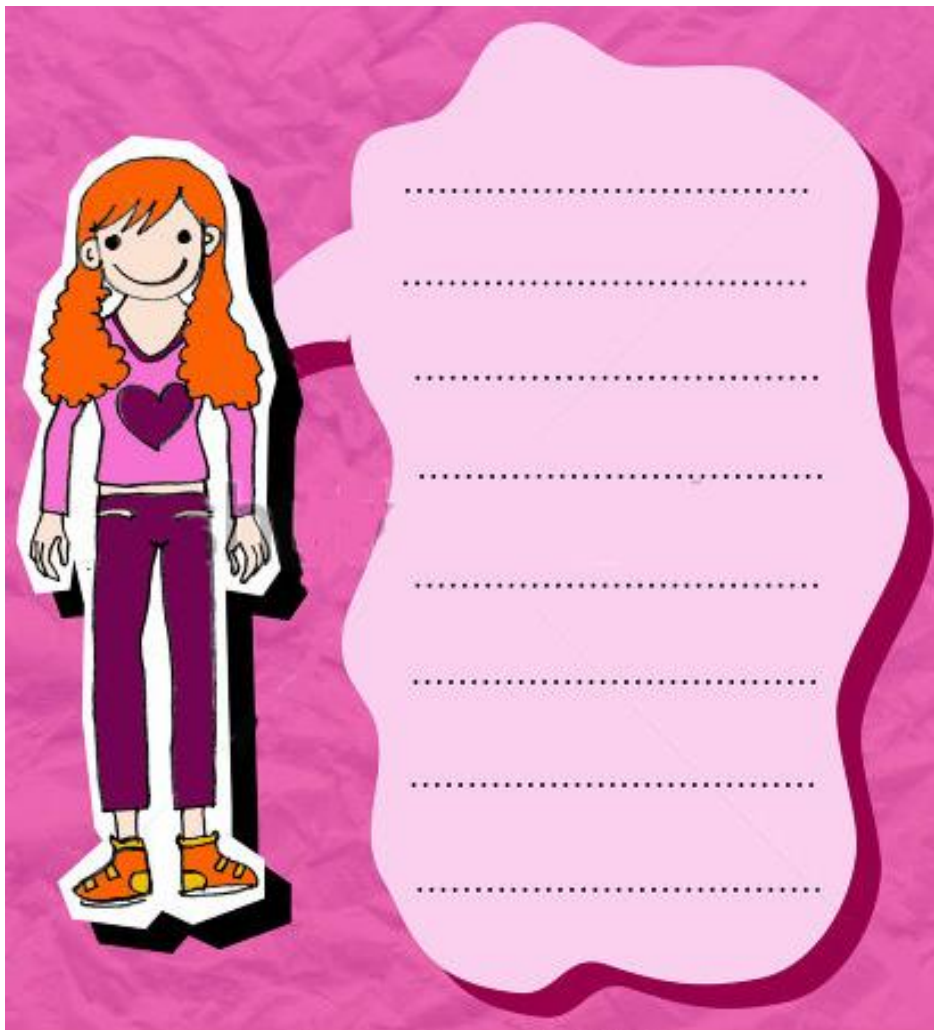
## Activity 2



Now, make your own memo.

Send it to your friend.

(Sekarang, buatlah memomu sendiri.  
Kemudian kirimkan pada temanmu.)





### Activity 3









Read and write the TV schedule.

Number one is done for you.

(Baca dan tuliskan jadwal siaran televisinya.)

Nomer satu sudah dikerjakan untuk kamu.)

Friday	Saturday	Sunday
		
04.30	05.00	08.00
		
05.30	05.30	08.30

- When is Shaun the Sheep?  
It's on Friday at half past four.
- When is Spongebob Squarepants?  
It's on .....
- When is Doraemon?  
.....
- When is Tom and Jerry?  
.....
- When is Ipin and Upin?  
.....
- When is Dora the Explorer?  
.....



#### Activity 4



Write your daily activities. Look at the example.  
(Tulis kegiatan sehari-harimu. Lihat contohnya.)

Example:

wake up 05.00	take a bath 05.30	have breakfast 06.00	go to school 06.30

do homework 02.00	watch TV 04.45	go to bed 08.00

I wake up at 5 o'clock. Then, I take a bath at half past five. I have breakfast at 6 o'clock. After that, I go to school at half to seven. I do homework at 2 o'clock. Then, I watch TV at a quarter to five. I go to bed at 8 o'clock.

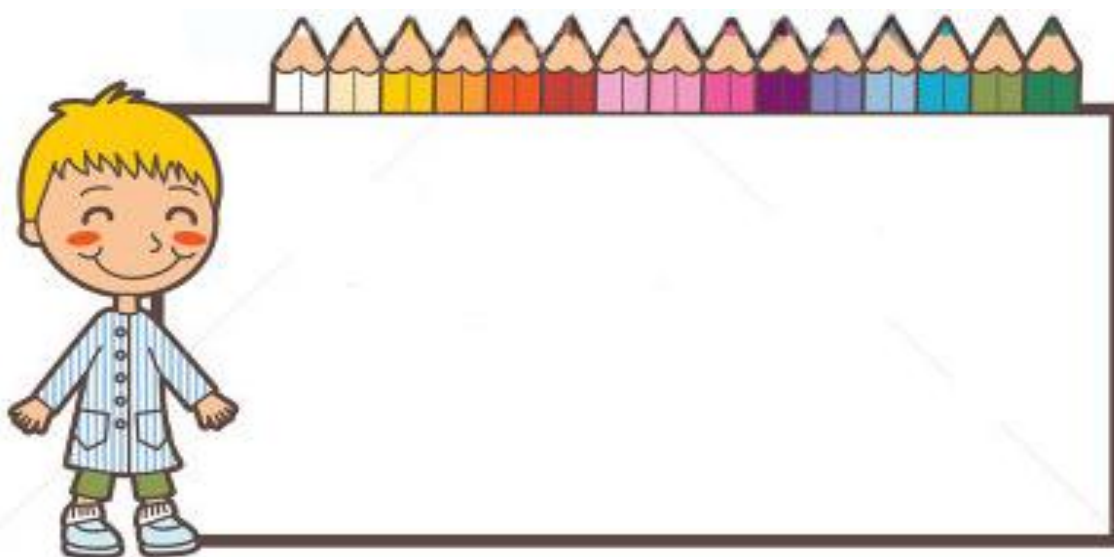




				
wake up _____	take a bath _____	have breakfast _____	go to school _____	do homework _____

		
play _____	watch TV _____	go to bed _____

Now, write your own activity. (Sekarang, tulislah kegiatanmu.)



# Unit 2

## I Want Cake





# LISTENING

Let's Listen

## Activity 1



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

## FOOD



Rice



Noodle



Bread



Fried chicken



Burger



Pizza



Cake



Chocolate



Ice cream





## DRINK



Tea



Coffee



Milk



Juice



Soda

Dear Andre, I will cook for dinner.

What do you want to eat?

That's great, Mom.

I want to eat fried chicken.

Asking desire	Expressing desire
What do you want to eat?	I want to eat cake. She / He wants to eat rice.



## Activity 2



Let's play "Whispering" game. Listen to the rules of the game from your teacher.

Mari bermain "Whispering" game. Dengarkan aturan permainannya dari gurumu.



## Activity 3



Listen and match. Number one is done for you.

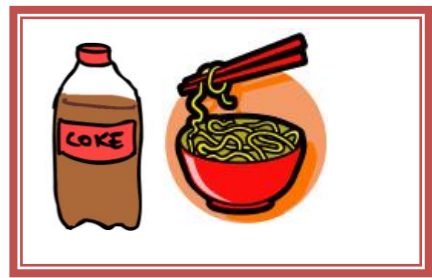
(Dengar dan jodohkan. Nomer satu sudah dikerjakan untuk kamu.)

You will hear your teacher says: Tina wants to eat bread and drink milk.

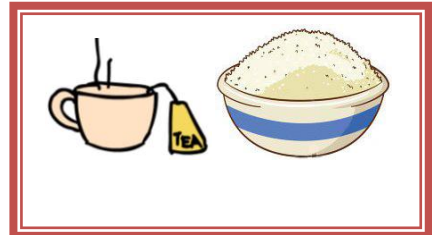




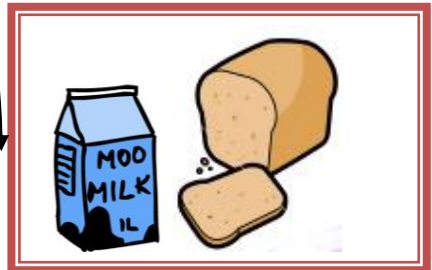
Tina



Diana



Putri



Susan



Marisa



Laila





## Activity 4



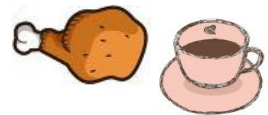
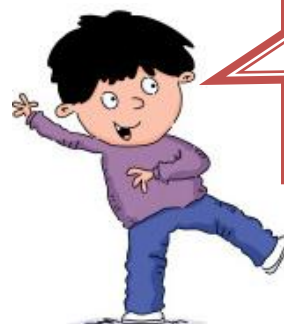
Listen to the descriptions  
and label the pictures.

Dengarkan deskripsinya dan beri label  
gambarnya.

You will hear your teacher says: Ade wants to eat burger and drink ice tea.



ADE



IQBAL

RIFKI

RIDO

AJI

BARA



# SPEAKING

## Let's Speak

### Activity 1



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

Ta, do you like  
pizza?



Yes, I like pizza.



It's yummy.  
Do you like noodle?



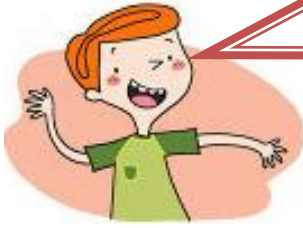
No, I don't like  
noodle.



Asking about likes	Expressing likes	Expressing dislikes
Do you like . . . . ?	I like . . . She / He likes . . .	I don't like . . . She / He doesn't like . . .



## Activity 2



Let's do survey. Fill the chart.  
See the example.  
(Ayo lakukan survey. Isilah tabelnya.  
Lihat contohnya.)

Student A: Do you like **chocolate**?

Student B: **Yes**, I do.

Student A: Do you like **noodle**?

Student B: **No**, I don't.

Student A: Do you like **bread**?

Student B: **Yes**, I do.

Student A: Do you like **ice cream**?

Student B: **Yes**, I do.

Student A: Do you like **milk**?

Student B: **No**, I don't.

food/ drink					
names					
Student B	√	X	√	√	X



### Activity 3



Let's play "Restaurant" game. Listen to the rules of the game from your teacher.

(Mari bermain "*Restaurant*" game.  
Dengarkan aturan permainan dari gurumu.)

How to play "Restaurant" game

Cara bermain "*Restaurant*" game

1. Buatlah kelompok berisi 4 orang siswa.
2. Gurumu akan memberimu satu paket media permainan berupa papan menu dan *flascard* gambar makanan dan minuman.
3. Permainan dimainkan seperti aktivitas di restoran, satu siswa berperan sebagai pelayan, 3 siswa yang lain berperan sebagai pemesan. Contoh:

A: (menyerahkan daftar menu) *What do you want to eat?*

B: (menerima daftar menu) *I want to eat cake.*

C: *I want to eat pizza.*

A: *What do you want to drink?*

B: *I want to drink juice.*

C: *I want to drink coffee.*

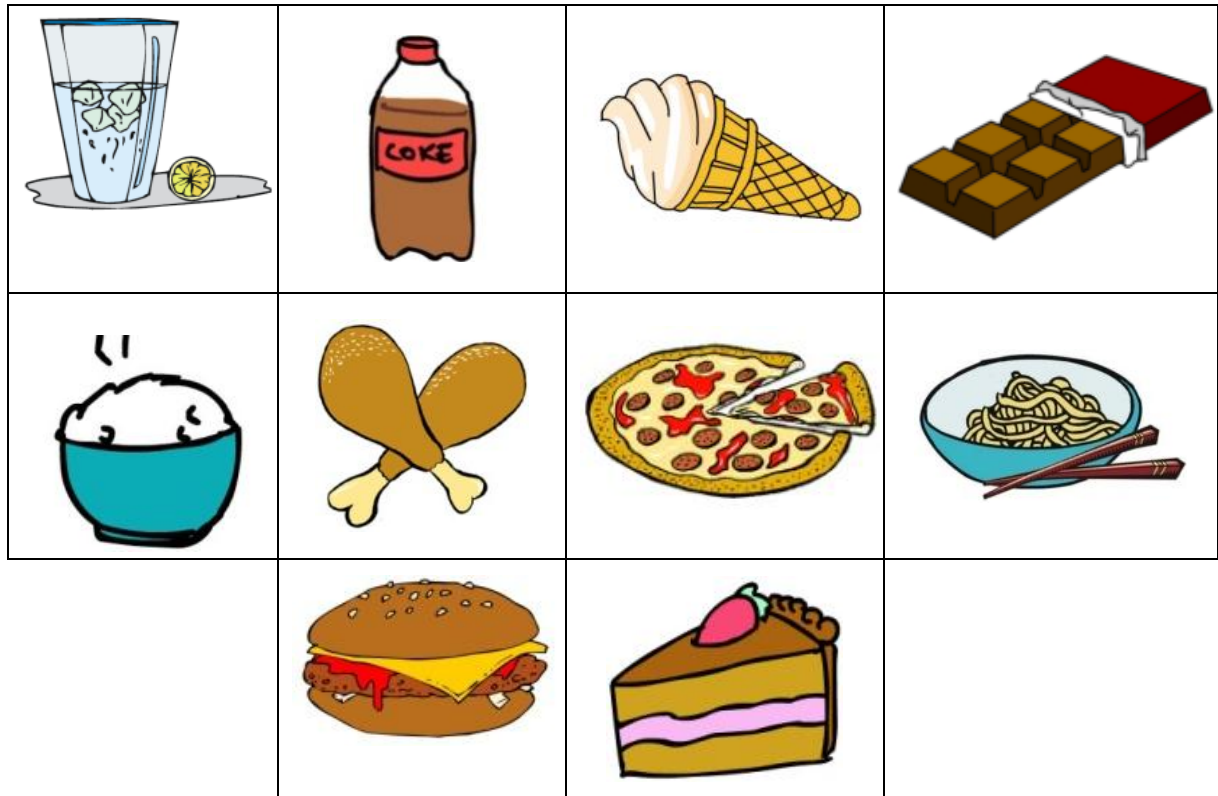
A: (menyerahkan *flascard* sebagai makanan dan minuman yang dipesan)

The media of the game (Alat-alat permainan)

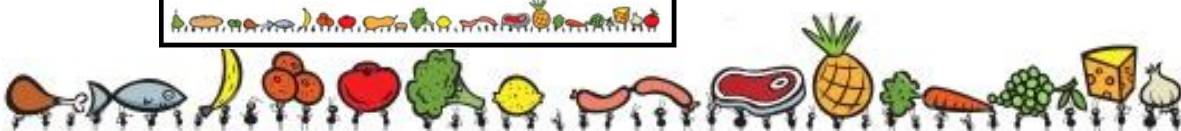
1. *Flascard* makanan dan minuman







## 2. Daftar menu





#### Activity 4



Let's play "Memory" Game.  
See the example.  
Mari bermain "*Memory*" Game.  
Lihatlah contohnya.

Example:

Ami, what do  
you want to eat?



I want to eat



and .



Ami wants to eat rice  
and fried chicken.



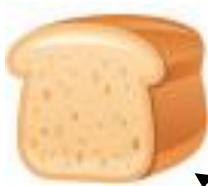
# READING

Let's Read

## Activity 1



Match the words with the pictures.  
Number one is done for you.  
(Jodohkan kata dengan gambar.  
Nomer satu sudah dikerjakan untukmu.)



bread



noodle



cake



chocolate



milk

soda

candy

rice

tea

coffee



## Activity 2



Can you find the words?  
Number one is done for you.

(Bisakah kamu menemukan kata-katanya?  
Nomer satu sudah dikerjakan untukmu.)

1. BURGER

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

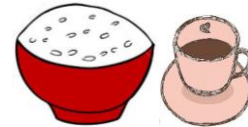
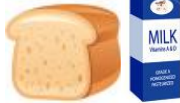
T	I	K	Y	H	L	I	T	T	E	R	H	U	N	G
R	Y	B	U	R	G	E	R	S	E	E	T	A	L	C
B	L	U	C	K	Z	E	I	F	J	U	I	C	E	S
D	A	R	K	I	S	T	C	O	K	E	S	A	U	S
S	K	Y	K	F	A	L	E	S	T	C	A	K	E	K
A	M	I	L	K	P	H	O	L	L	I	P	O	P	S
D	O	O	D	E	L	I	I	M	A	G	Z	O	E	C
C	H	E	N	G	K	P	I	N	I	L	Q	W	R	O
G	E	A	N	C	H	O	O	H	C	H	O	M	E	F
I	C	H	O	C	O	L	A	T	E	R	E	D	S	F
N	W	D	O	R	A	S	E	A	C	O	P	E	R	E
S	I	H	D	H	A	R	Y	K	R	U	P	E	R	E
T	L	I	L	Y	S	O	A	G	E	J	O	K	L	B
A	L	L	E	F	I	G	T	E	A	G	B	E	E	F
G	Y	D	O	M	N	I	A	K	M	E	E	L	T	E



### Activity 3



Read and write their names.  
Number one is done for you.  
(Baca dan tulis nama mereka.  
Nomer satu sudah dikerjakan untukmu.)



Diana

1. Diana wants to eat noodle and drink juice.
2. Desi wants to eat ice cream.
3. Atika wants to eat bread and drink milk.
4. Dewi wants to eat cake and drink tea.
5. Winda wants to eat rice and drink coffee.





## Activity 4



Look at the pictures, read the descriptions and decide TRUE or FALSE. Number one is done for you.

(Lihat gambarnya, baca dan tentukan BENAR atau SALAH. Nomer satu sudah dikerjakan untukmu.)



Mira



Rani

1. Mira likes noodle.
2. Mira likes milk.
3. Rani doesn't like coffee.
4. Rani likes cake.
5. Mira doesn't like tea.
6. Rani likes milk.

TRUE







# WRITING

Let's Write

## Activity 1



Look, arrange and write.  
Number one is done for you.

(Lihat, susun dan tuliskan katanya.  
Nomer satu sudah dikerjakan untukmu.)



donole  
n o o d l e



acek  
\_ \_ \_ \_ \_



regbru  
\_ \_ \_ \_ \_



debar  
\_ \_ \_ \_ \_



cei macer  
\_ \_ \_ \_ \_



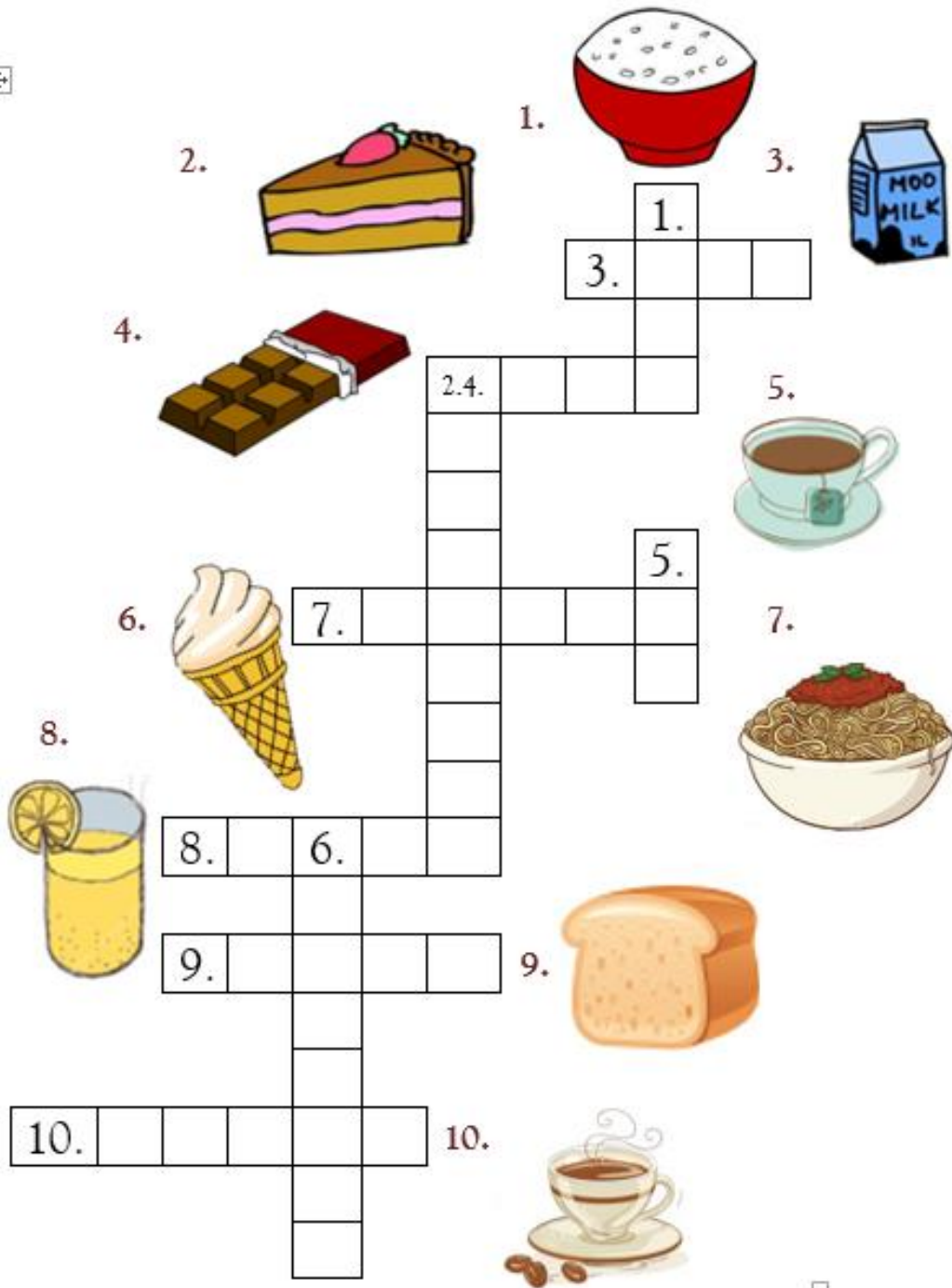
danyc  
\_ \_ \_ \_ \_



## Activity 2



Do the crossword puzzle.  
(Kerjakan teka-teki silangnya.)



### Activity 3



Arrange the jumbled words into a good sentence. See the example.

(Susunlah kata-katanya menjadi kalimat yang benar. Lihatlah contohnya.)

Example:

wants ~ noodle ~ to ~ eat ~ Rani .

Answer : Rani wants to eat noodle.

1. milk ~ to ~ drink ~ wants ~ Ardi .

Answer :

2. like ~ do ~ ice cream ~ you ?

Answer :

3. chocolate ~ I ~ like .

Answer :

4. doesn't ~ like ~ Tami ~ coffee .

Answer :

5. to ~ eat ~ wants ~ Tiara ~ cake .

Answer :





## Activity 4



Look and write sentences based on the pictures. See the example.  
(Lihat dan tulis kalimat berdasarkan gambar. Lihat contoh.)



Sentence: Suzy likes noodle and milk.



1. Sentence : \_\_\_\_\_



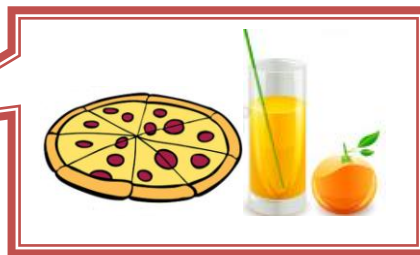
2. Sentence : \_\_\_\_\_





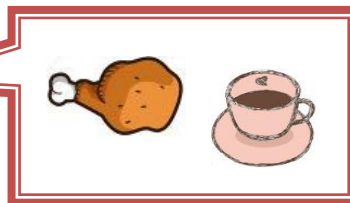
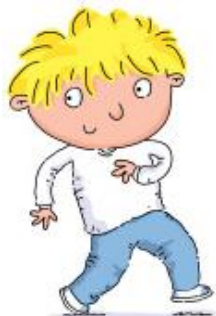
3.

Sentence : \_\_\_\_\_



4.

Sentence : \_\_\_\_\_



5.

Sentence : \_\_\_\_\_



# Unit 3

**Where is the  
bank?**



# LISTENING

Let's Listen

## Activity 1



Let's sing together.  
(Mari bernyanyi bersama.)

One little finger 3x

Tap tap tap

Point to the north point to the east

Point south and west





## Activity 2



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

## PUBLIC PLACES



School



Bank



Post office



Hospital



Mosque



Drug Store



Zoo



Railway station



Market



## DIRECTIONS


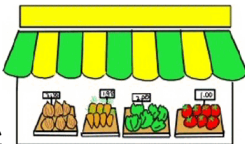


### Activity 3



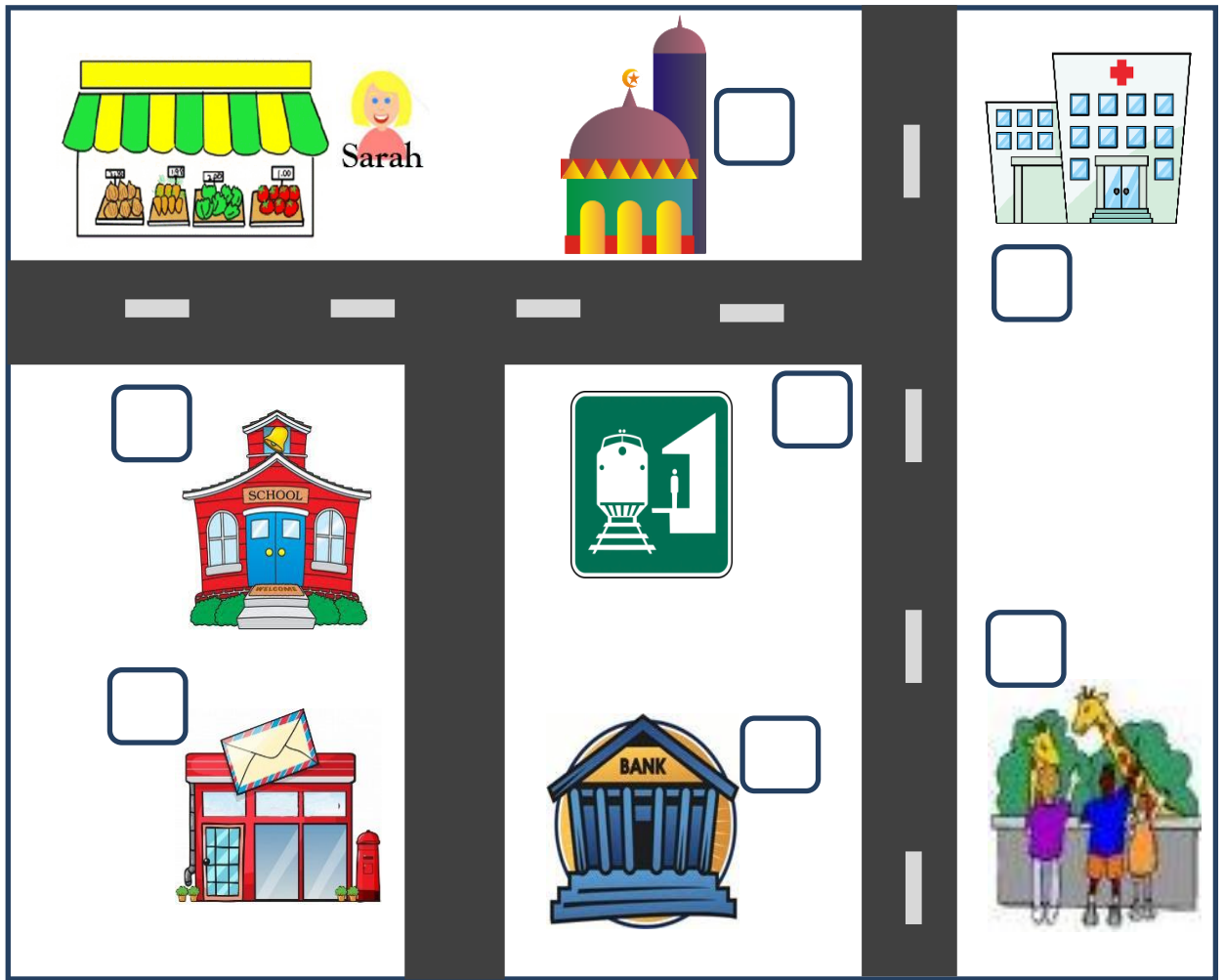
Listen and stick the stickers based on the instructions. Number one is done for you.  
(Dengar dan tempelkan stikernya berdasar instruksi. Nomer satu sudah dikerjakan untukmu.)

You will hear your teacher says: Sarah is in the market.

Stick this sticker  Sarah beside this picture  .

Stickers





#### Activity 4



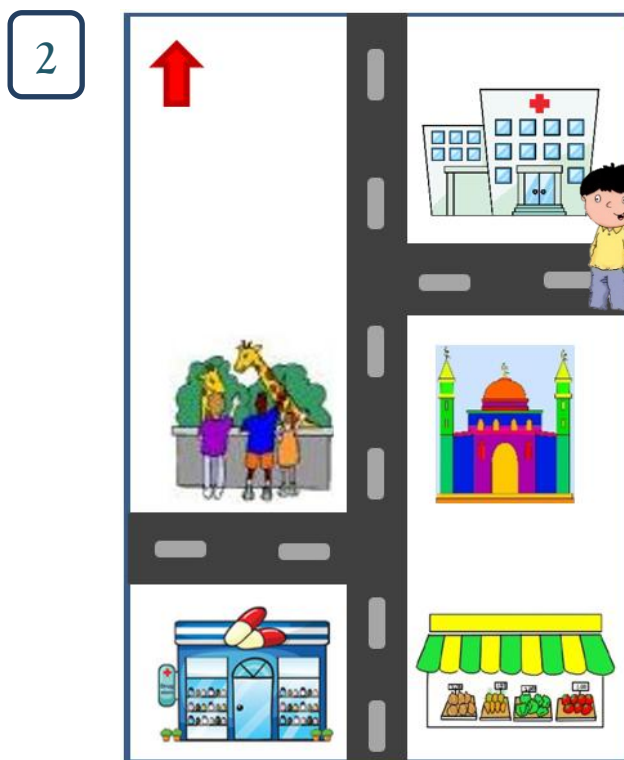
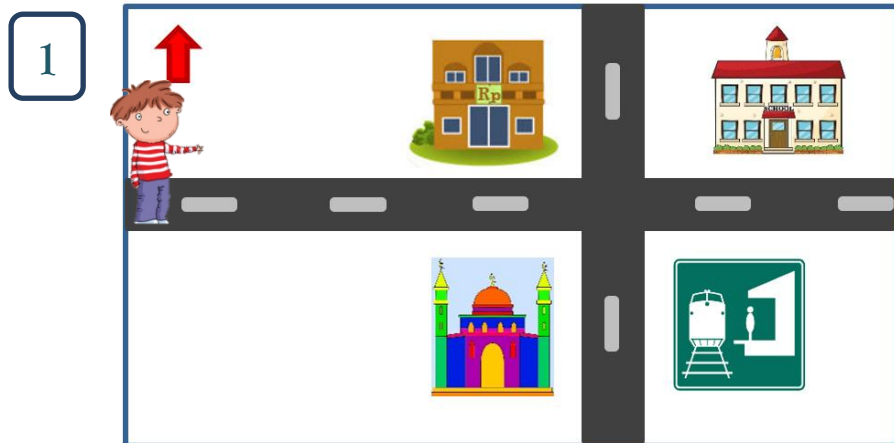
Listen and guess the places based on the directions given. See the example.

(Dengar dan tebak tempat-tempatnya berdasarkan petunjuk yang diberikan. Lihat contohnya.)

You will hear your teacher says: Go straight and turn left. What is the building on your left?

Your answer is, it is a mosque.

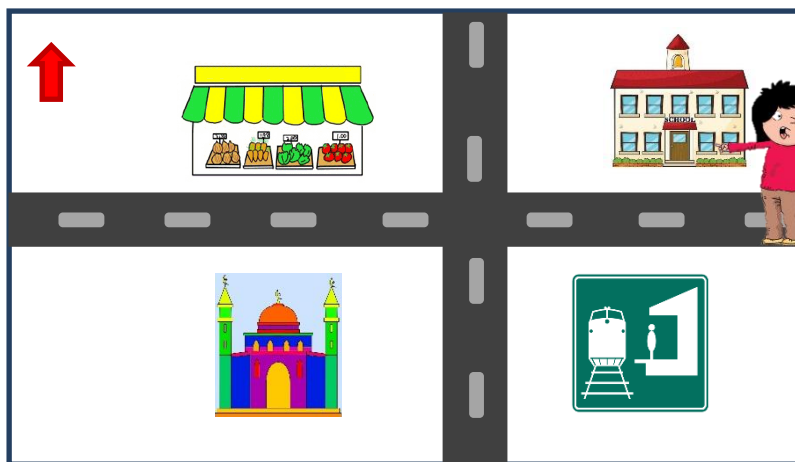








4



5



6



# SPEAKING

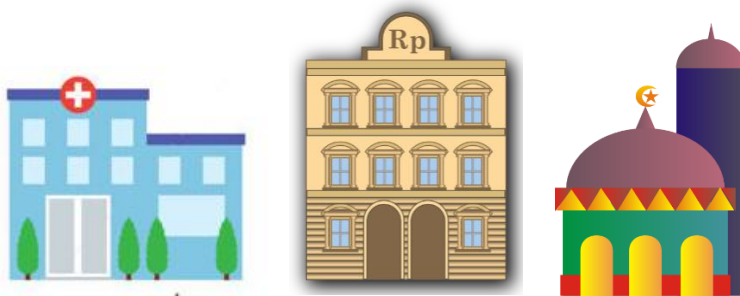
## Let's Speak

### Activity 1

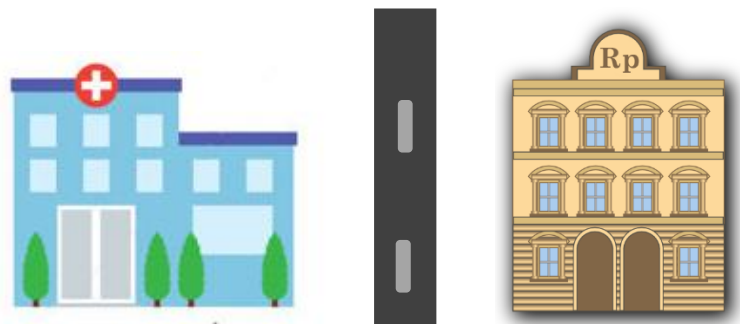


Pay attention to your teacher.  
Listen and repeat after her.  
(Perhatikan gurumu.  
Dengarkan dan ulangi setelahnya.)

## PREPOSITIONS : WHERE IS THE BANK?

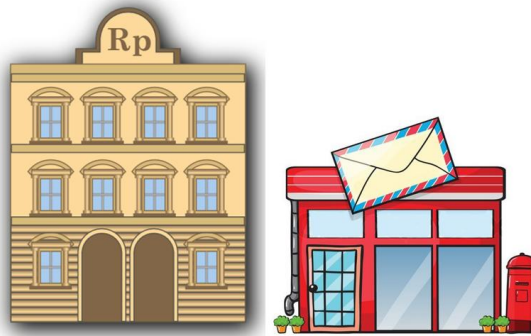


**between** the hospital and the mosque

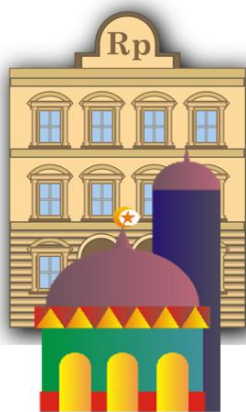


**across** the hospital

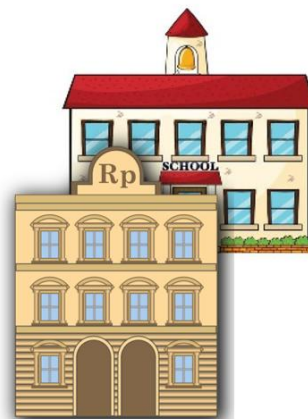




beside the post office

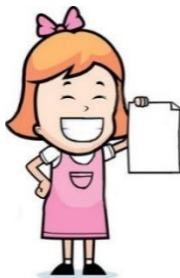


behind the mosque



in front of the school

## Activity 2



Let's play "Guessing" game.  
Guess what place is it. See the example.

(Mari bermain "*Guessing*" game.  
Tebak tempat apa ini. Lihat contohnya.)

1. Is it across the school?

3. Is it behind  
the school?

5. Is it the  
mosque?

2. No.

4. Yes.

6. Yes. Right.



## A map card



### Activity 3



Complete the information gap.  
Do it in pairs.

(Lengkapi *information gap*-nya.  
Lakukan berpasangan.)

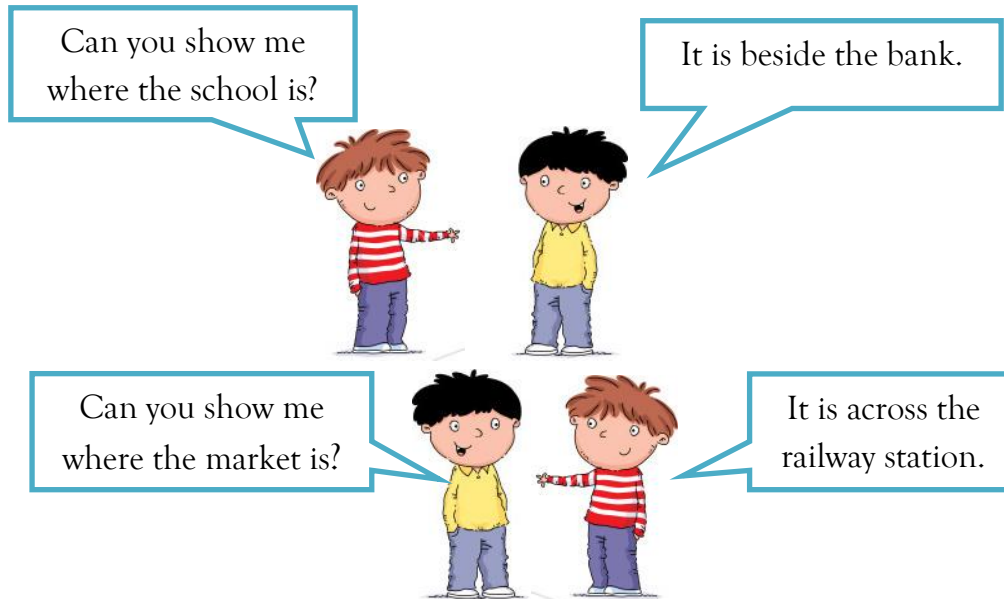




Cara melengkapi *information gap map*

1. Gurumu akan memberimu satu paket media berupa peta dan sticker *public places*.
2. Cari tau letak *public places* yang belum ada di petamu dengan bertanya kepada temanmu. Lihat contohnya.

Example:

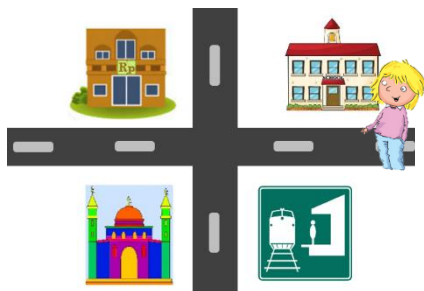


#### Activity 4



Give the directions to a certain place based on the map given. See the example.  
Berikan petunjuk menuju ke suatu tempat berdasarkan peta yang diberikan. Lihat contohnya.)

Example:



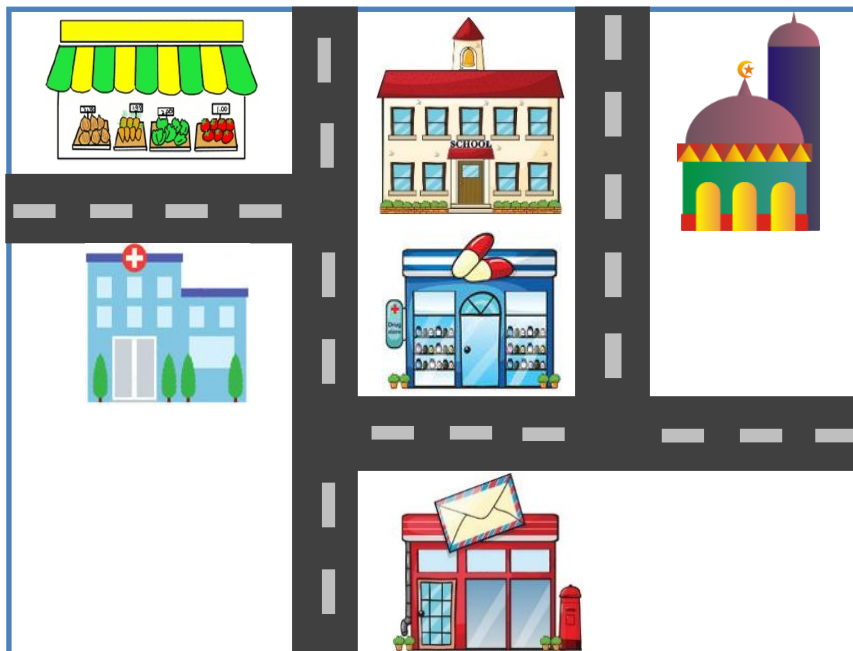
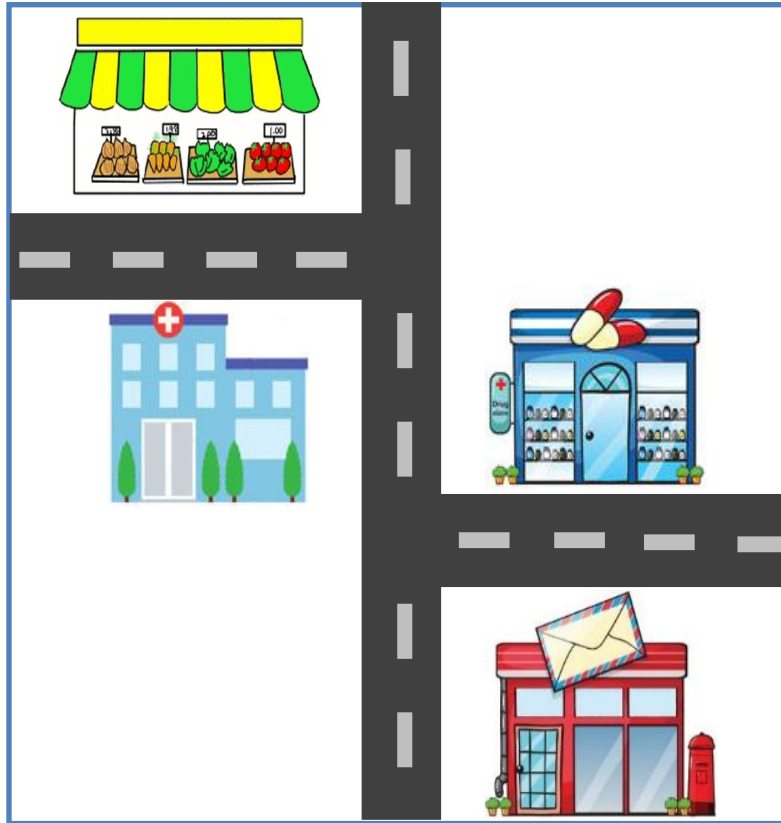
Teacher: Can you show me the direction to the bank?

Student: Go straight and turn right. The bank is on your left.





## The media



# READING

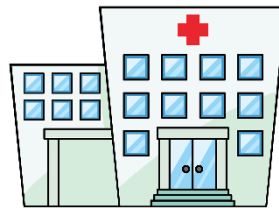
## Let's Read

### Activity 1



Match the words with the pictures.  
Number one is done for you.

(Jodohkan kata dengan gambar. Nomer satu sudah dikerjakan untukmu.)



post office

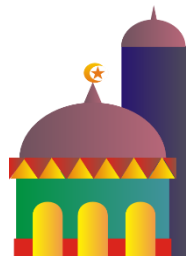
mosque

school

hospital

zoo

bank



railway station



market

drugstore



## Activity 2



Can you find the words?  
Number one is done for you.

(Bisakah kamu menemukan kata-katanya?  
Nomer satu sudah dikerjakan untukmu.)

B	A	N	A	C	R	O	S	S	L	A	T	H	K	I	O
M	A	N	E	O	B	R	O	S	B	A	N	K	G	R	A
I	L	L	R	C	E	C	A	B	A	N	G	K	R	U	P
N	O	M	O	O	A	I	F	O	L	B	E	H	I	N	D
H	R	O	S	N	T	N	H	A	O	E	N	D	J	O	P
O	T	S	O	E	H	T	L	R	T	S	E	R	E	N	E
S	P	Q	L	T	I	N	T	D	E	I	T	I	D	E	R
P	O	U	H	A	N	L	O	E	R	D	I	D	W	D	S
I	S	E	O	Y	B	E	T	W	E	E	N	E	O	R	C
T	T	R	L	A	T	N	W	A	M	C	C	R	M	E	H
A	A	A	L	M	E	T	E	G	O	L	B	B	A	A	O
L	R	D	D	A	R	U	G	E	N	A	N	E	R	L	O
L	G	E	R	B	A	M	A	P	D	T	O	N	K	I	L
A	R	P	I	L	N	S	D	O	A	S	I	D	E	A	S
N	A	A	P	H	A	R	M	A	C	Y	A	R	T	R	E
D	R	S	O	E	S	E	O	R	E	Z	O	O	S	N	E





### Activity 3



Let's play "Where am I" game.  
(Mari bermain permainan  
"Where am I".)

How to play the "Where am I" game  
Cara bermain permainan "Where am I"

1. Buatlah kelompok berisi 4 orang siswa.
2. Gurumu akan memberimu satu paket media permainan berupa peta berisi instruksi dan sticker.
3. Baca instruksinya dan tempelkan stickernya ditempat yang sesuai dengan instruksi.
4. Kelompok pertama yang bisa menyelesaikan permainan ini dengan benar adalah pemenangnya.

### Activity 4



Look at the map, read the descriptions and  
decide TRUE or FALSE. See the example.  
(Lihatlah petanya, baca deskripsinya lalu tulis  
BENAR atau SALAH. Lihat contohnya.)

Example.

The mosque is next to the railway station. (false)

The school is in front of the mosque. (true)





1. The mosque is behind the bank. ( )
2. The market is between the railway station and the police station. ( )
3. The post office is across the drugstore. ( )
4. The bank is in front of the post office. ( )
5. The school is beside the bank. ( )



# WRITING

## Let's Write

### Activity 1



Arrange the letters correctly.

Look at the example.

(Susunlah huruf-huruf dengan benar.  
Lihat contohnya.)

O Z O

O M S E U Q

K A B N

R E M T A K

O P H I L T A S

G R U D R O T E S

O S H C L O



1. ZOO

2. \_ \_ \_ \_ \_

3. \_ \_ \_ \_

4. \_ \_ \_ \_ \_

5. \_ \_ \_ \_ \_

6. \_ \_ \_ \_ \_

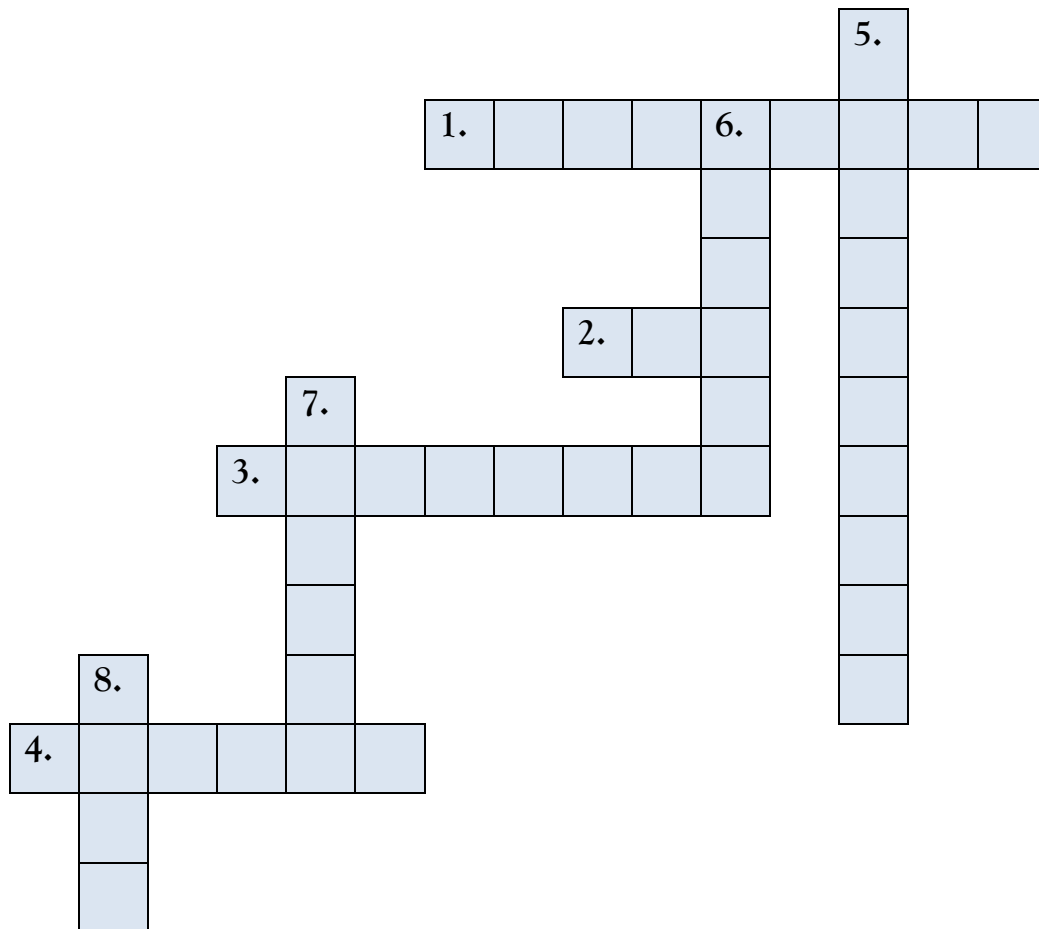
7. \_ \_ \_ \_ \_



## Activity 2



Do the crossword puzzle.  
(Kerjakan teka-teki silangnya.)



Mendatar



Menurun

5.



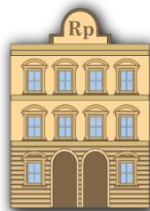
6.



7.



8.



### Activity 3



Fill in the blank with correct prepositions.  
See the example.  
(Isilah titik-titik dengan *prepositions* yang benar. Lihat contohnya.)

Look at the map then fill in the blank on the sentences with prepositions: **behind**, **beside**, **between**, **across** or **in front of** based on the map.

Example:

The drugstore is \_ \_ \_ \_ the hospital. (across)

1. The market is \_ \_ \_ \_ \_ the police office and the railway station.
2. The railway station is \_ \_ \_ \_ \_ the bank.
3. The mosque is \_ \_ \_ \_ \_ the school.
4. The school is \_ \_ \_ \_ \_ the mosque.
5. The post office is \_ \_ \_ \_ \_ the market.







#### Activity 4



Write 5 descriptions based on the picture below.  
See the example.

(Tulislah deskripsi dari gambar di bawah ini.  
Lihat contohnya.)

Example:

The post office is across the bank.





1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



*Appendix 1*  
*Final Draft of the*  
*Materials*



A WORKBOOK

# FUN ENGLISH

With PiCTuReS



for GRADE V

Titis Kurnia Putri

# Unit 1

**What time is it?**



# LISTENING

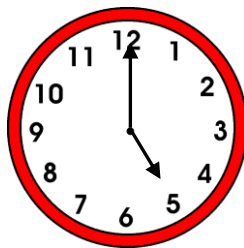
Let's Listen

## Activity 1

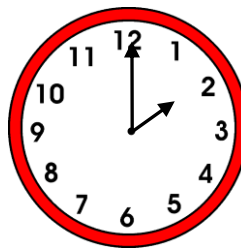


Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

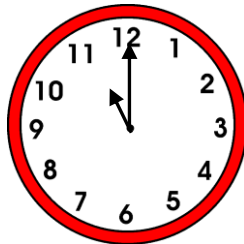
It's 5 o'clock.



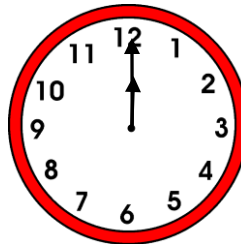
It's 2 o'clock.



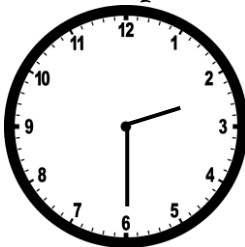
It's 11 o'clock.



It's 12 o'clock.



It's half past 2.



It's half past 10.



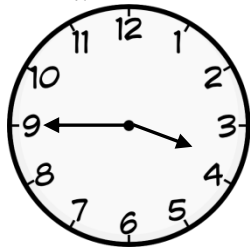
It's half past 1.



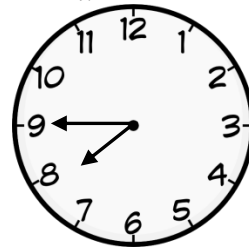




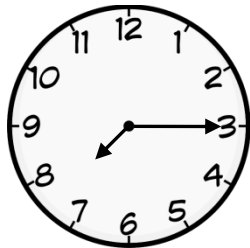
It's a quarter to 4.



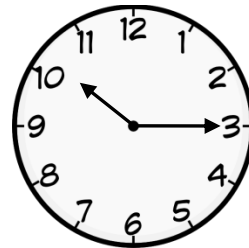
It's a quarter to 8.



It's a quarter past 7.



It's a quarter past 10.



## Activity 2

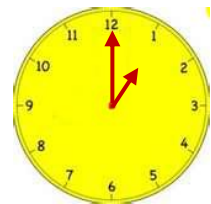
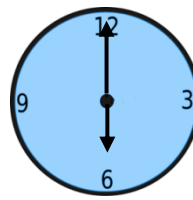
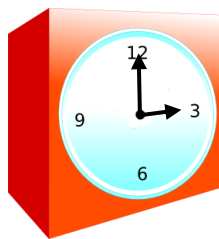
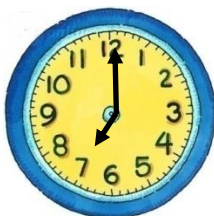


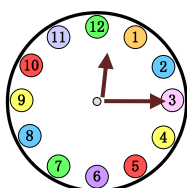
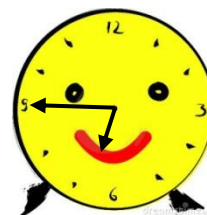
Listen to your teacher  
and number the pictures.  
(Dengarkan gurumu  
Dan nomori gambarnya.)

Example:

You will hear your teacher says:

**Number one:** What time is it? It's six o'clock.





### Activity 3



Let's play "Listen and Action". Listen to your teacher's instruction and act it out.  
(Mari bermain "Listen and Action". Dengarkan instruksi gurumu dan beraktinglah.)

Example:

It's a quarter to six.



It's a quarter to two.



## Activity 4

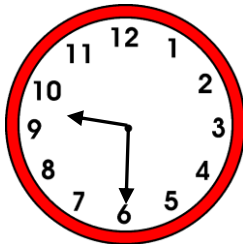


Listen to your teacher and draw the clock's hands.  
(Dengarkan gurumu dan gambar jarum jamnya.)

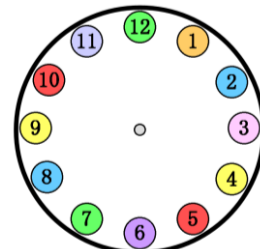
Example:

You will hear your teacher says: It's half past nine.

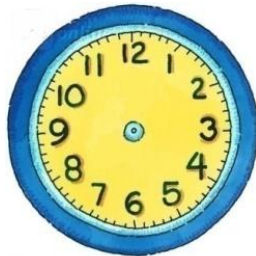
1.



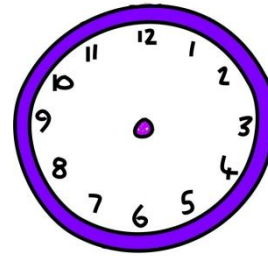
2.



3.



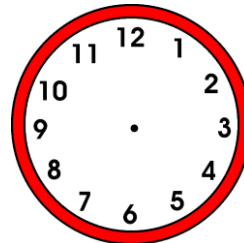
4.



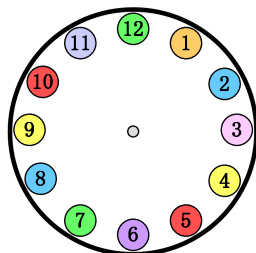
5.



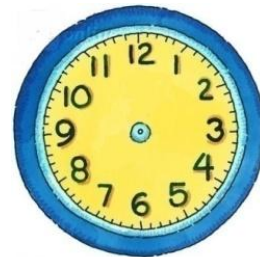
6.



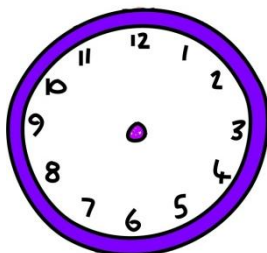
7.



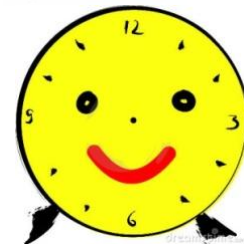
8.



9.



10.



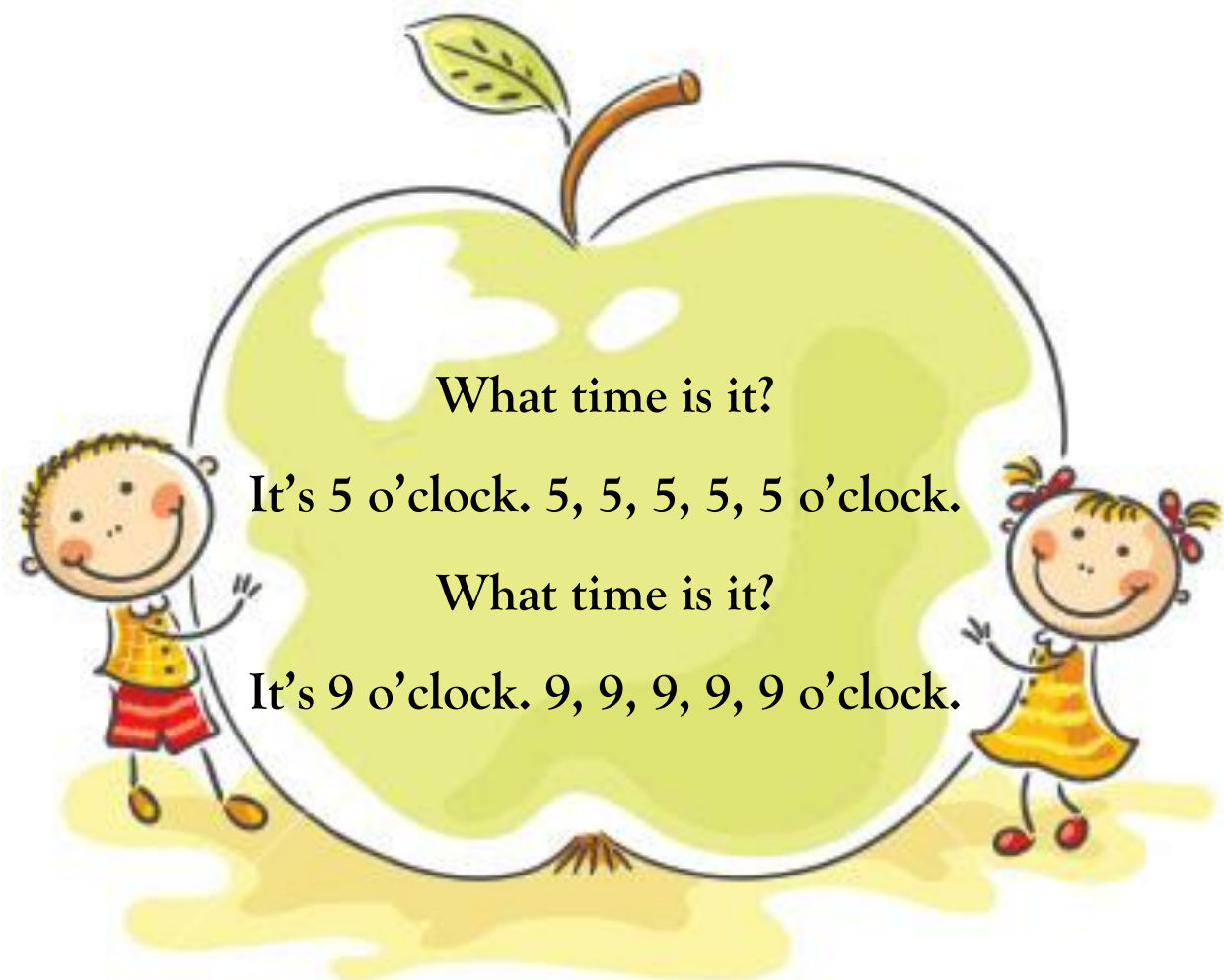
# SPEAKING

## Let's Speak

### Activity 1



Let's sing together.  
(Mari bernyanyi bersama.)





## Activity 2



Look at the example of the dialogue, and practice the expressions with your friend.

(Lihat contoh dialog, lalu praktekkan ungkapan-ungkapannya dengan temanmu.)

Dona, wake up and have breakfast.

Ooh, what time is it mom?

OK.

It's half past five.

Arwin, what time is it?

Sorry, I have to go home.

I have an English lesson at 3 o'clock.

It's a quarter to three.

Why?

OK, see you.







Heri, what time do you get up?

I get up at half past five.



I get up at 5 o'clock. And you, Ana?

What time is your breakfast?

I have breakfast at half past six. What time do you go to school?

Then, what time do you play football?



I go to school at a quarter to seven.

I play football at 3 o'clock.



get up



take a bath



have breakfast





go to school



have lunch



do homework



watch TV



have dinner



go to bed

### Activity 3



Let's play "Clock" game. Listen to the rules of the game from your teacher.  
(Mari bermain "*Clock*" game. Dengarkan aturan permainannya dari gurumu.)





### How to play the “Clock” game

#### Cara bermain “Clock” game

1. Buatlah kelompok berisi 4 orang. Permainan ini dimainkan satu kelompok melawan satu kelompok.
2. Gurumu akan memberimu satu paket media permainan berupa spidol dan *flashcard* jam.
3. Kelompok pertama menggambar jarum jam pada *flashcard*, menunjukkannya dan memberi pertanyaan “*What time is it?*”, kelompok kedua menjawab. Kemudian bergantian kelompok dua memberi pertanyaan, kelompok satu menjawab.

Contoh:

Kelompok 1: (menunjukkan *flashcard*) *What time is it?*

Kelompok 2: *It’s 5 o’clock.*

Kelompok 1: *That’s right.*

Kelompok 2: (menunjukkan *flashcard*) *What time is it?*

Kelompok 1: *It’s half past seven.*

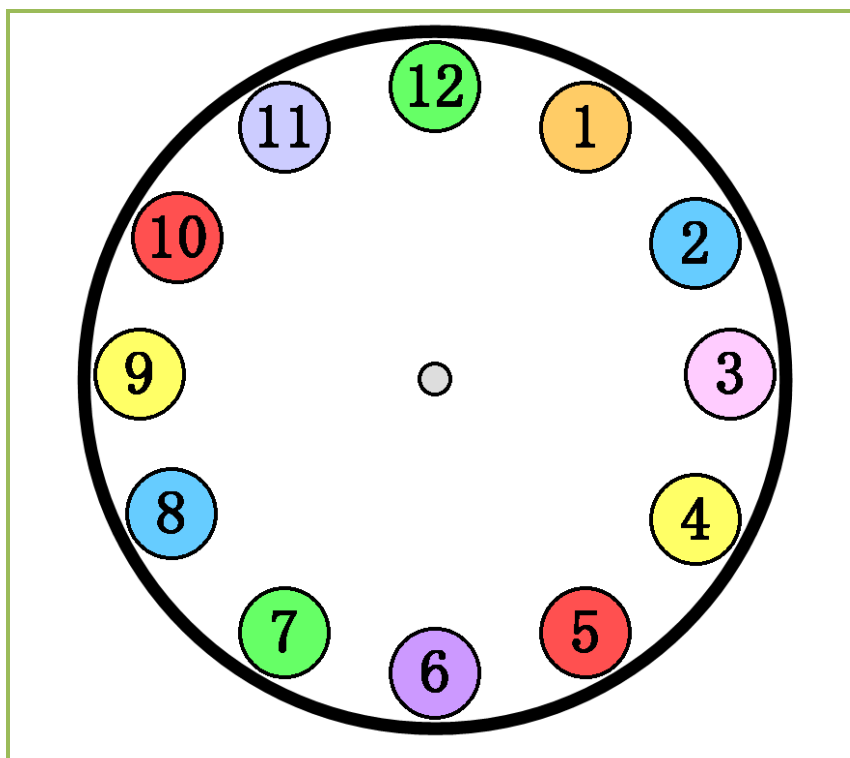
Kelompok 2: *That’s right.*

4. Jawaban yang benar bernilai 1 poin. Kelompok yang mendapat nilai paling tinggi adalah pemenangnya.

#### The media of the game (Alat-alat permainan)

1. Board markers
2. Clock flashcards





#### Activity 4



Let's play "Survey" game. Listen to the rules of the game from your teacher.  
(Mari bermain "*Survey*" game. Dengarkan aturan permainannya dari gurumu.)

Example:

Student A: What time do you **get up**?

Student B: I get up at five o'clock.

Student A: What time do you **take a bath**?



















Student B: I take a bath at six o'clock.

Student A: What time do you **have breakfast**?

Student B: I have breakfast at half past six.



## Students' worksheet

<div>activities</div> <div>names</div>			
Student B			
			
			
			
			





# READING

## Let's Read

### Activity 1



Read and mention the parts of the example of memo below.

(Baca dan sebutkan bagian-bagian dari contoh memo di bawah ini.)

March 3

To Mila

Don't forget. You have an English lesson at 4 o'clock.

From Mom

Date

Recipient

Content

Sender

### Activity 2

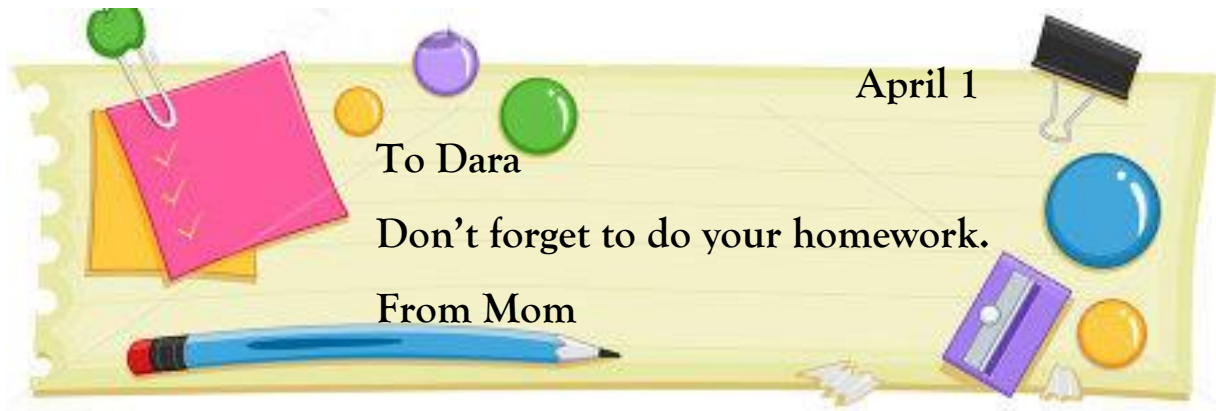


Read and identify the parts of the memo.

(Baca dan identifikasi bagian-bagian dari memo.)



Example:

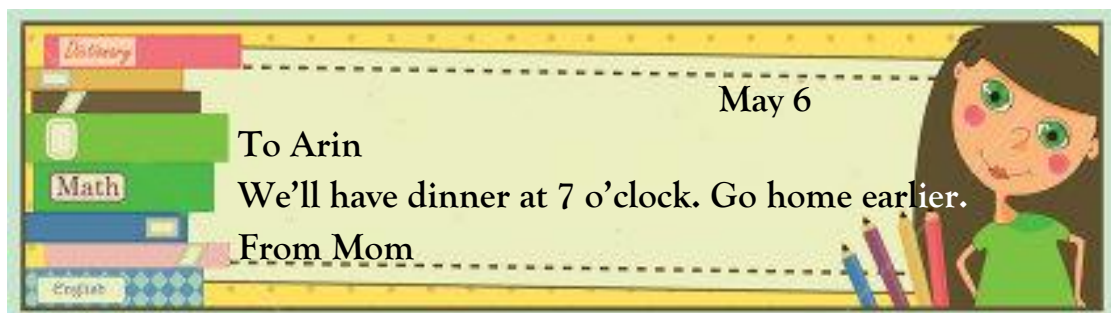


Date : April 1

Recipient : Dara

Content : Don't forget to do your homework.

Sender : Mom



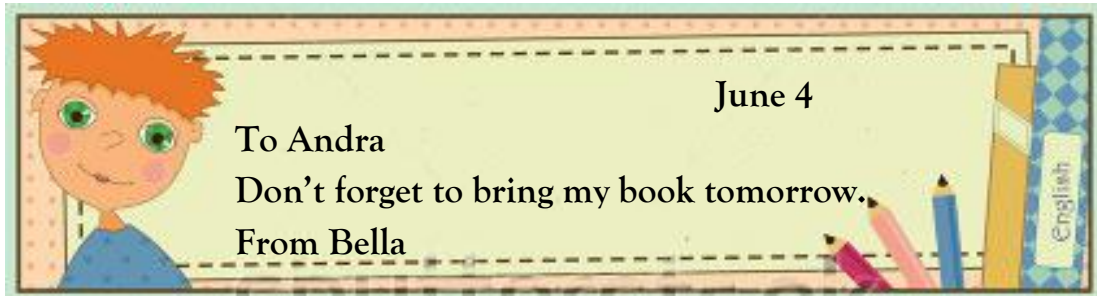
Date :

Recipient :

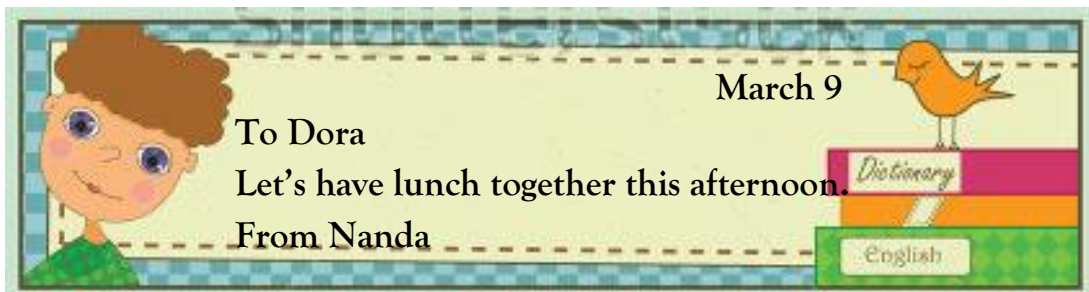
Content :

Sender :

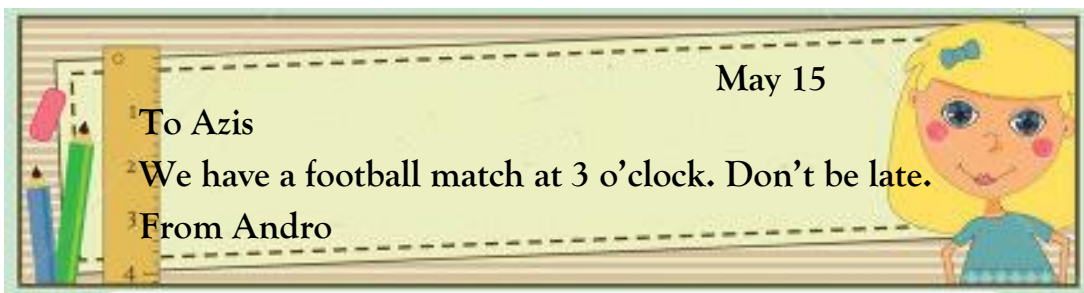




Date :  
Recipient :  
Content :  
Sender :



Date :  
Recipient :  
Content :  
Sender :



Date :  
Recipient :  
Content :  
Sender :





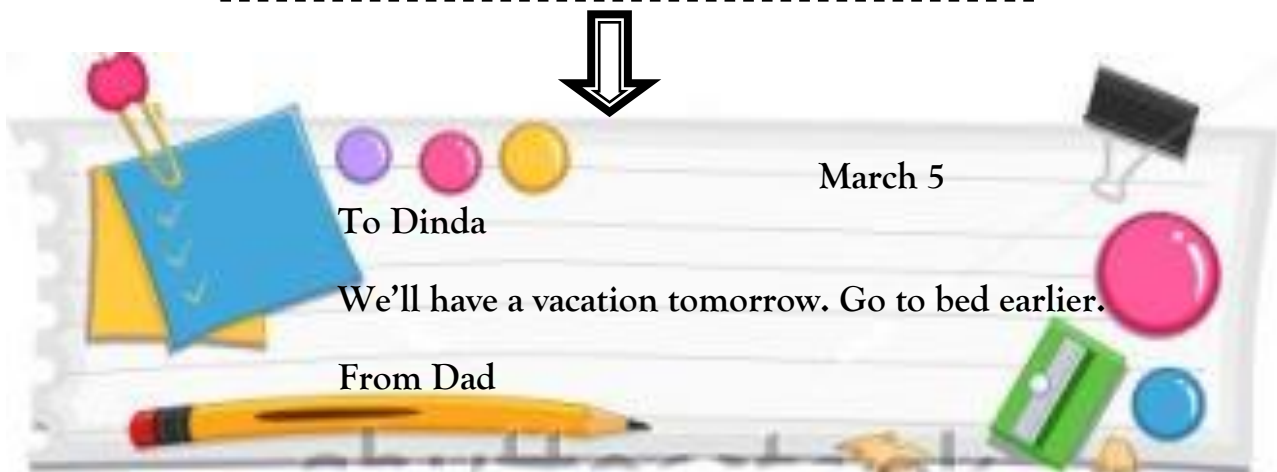
### Activity 3



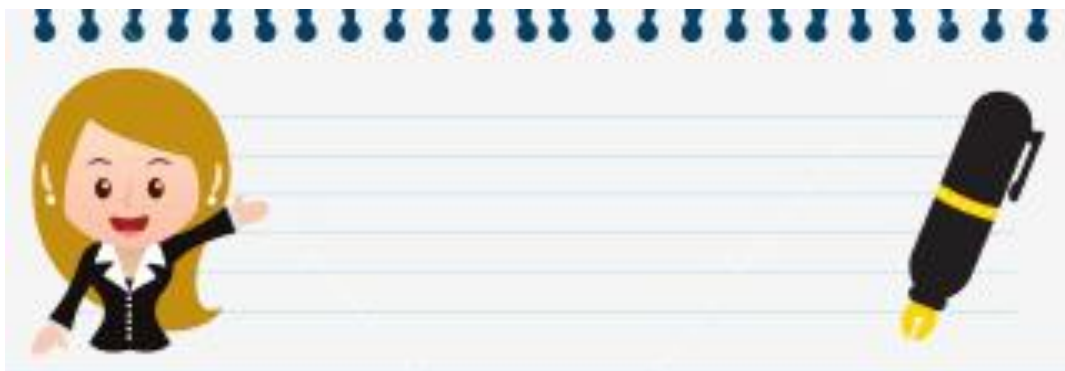
Arrange the memos based on the example given.  
(Susunlah memonya berdasarkan contoh yang telah diberikan.)

Example:

To Dinda	March 5	From Dad
We'll have a vacation tomorrow. Go to bed earlier.		



April 10	To Diana	From Tamara
Please come to my house at 3 o'clock.		



Let's have dinner at 7 o'clock.

To Nanda

From Diana

June 6



April 2

To Andre

From Anton

Let's play football after school.



Come to my house at 4 o'clock to do homework.

From Toni

April 9

To Hengki



#### Activity 4



After doing Activity 3,  
please read the memos in front of your friends.  
(Setelah melakukan *Activity 3*, bacalah memonya di  
depan teman-temanmu.)



# WRITING

## Let's Write

### Activity 1



Write the memos based on the information given.  
(Buatlah memo berdasarkan informasi yang diberikan.)

Example:

Date : May 10  
Recipient : Rina  
Content : Don't forget to bring your lunch.  
Sender : Mom







Date : March 25  
Recipient : Lisa  
Content : Don't forget to do  
your homework.  
Sender : Mom

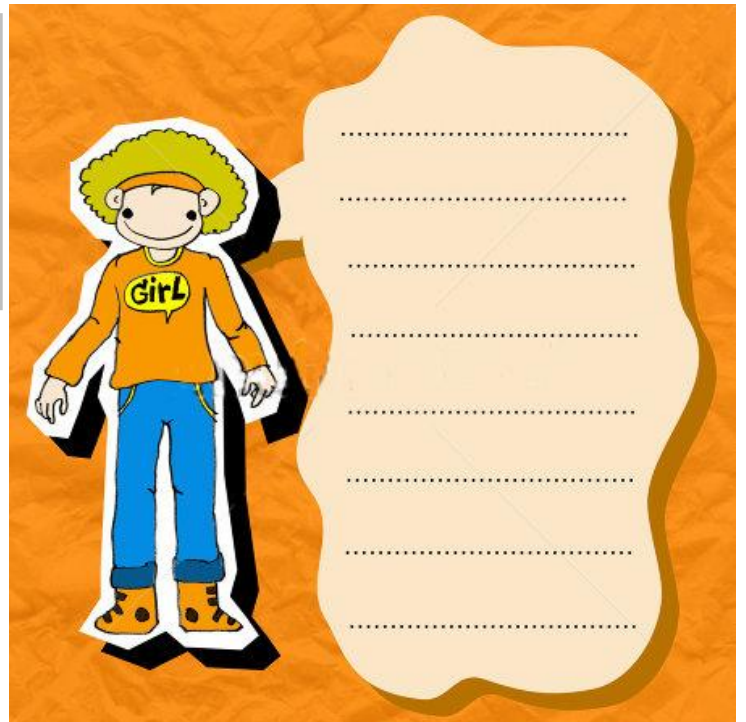


Date : April 7  
Recipient : Dani  
Content : Go home earlier.  
Sender : Dad

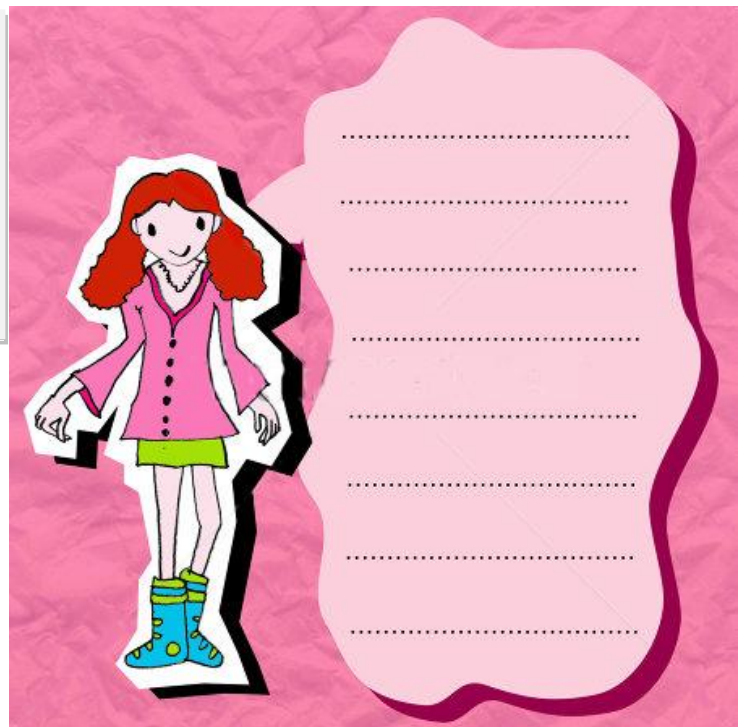




Date : May 11  
Recipient : Ari  
Content : Go to canteen to  
have lunch together.  
Sender : Irfan



Date : June 20  
Recipient : Tika  
Content : Please come to my  
house. I have a new  
doll for you.  
Sender : Sinta



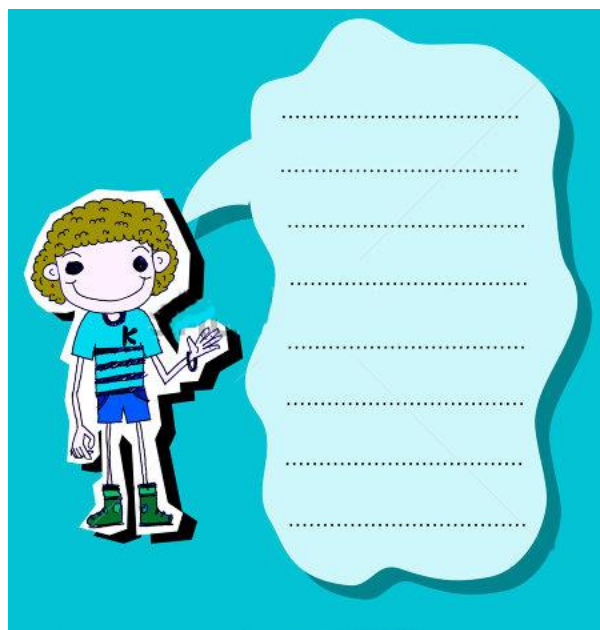
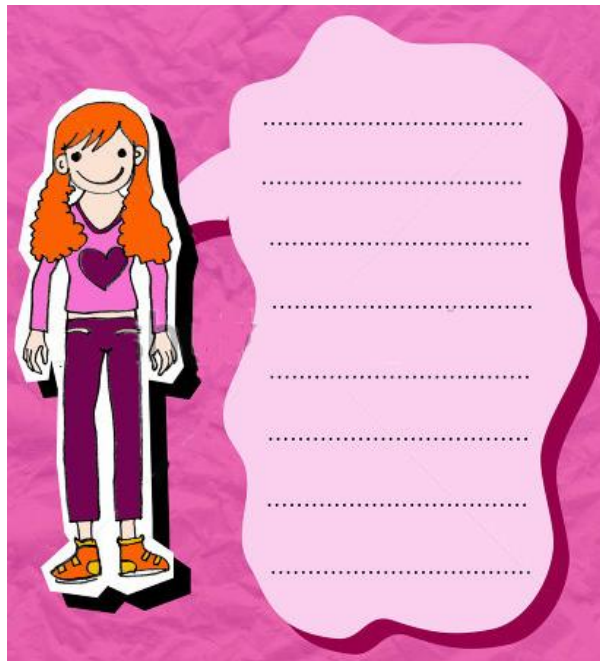
## Activity 2



Now, make your own memo.

Send it to your friend.

(Sekarang, buatlah memomu sendiri.  
Kemudian kirimkan pada temanmu.)





### Activity 3









Read and write the TV schedule.

Number one is done for you.

(Baca dan tuliskan jadwal siaran televisinya.

Nomer satu sudah dikerjakan untuk kamu.)

Friday	Saturday	Sunday
		
04.30	05.00	08.00
		
05.30	05.30	08.30

1. You watch Shaun the Sheep on Friday at half past four.
2. You watch Spongebob Squarepants on . . . . at . . . .
3. You watch Doraemon on . . . . at . . . .
4. You watch Tom and Jerry on . . . . at . . . .
5. You watch Ipin and Upin on . . . . at . . . .
6. You watch Dora the Explorer on . . . . at . . . .





#### Activity 4



Write your daily activities. Look at the example.  
(Tulis kegiatan sehari-harimu. Lihat contohnya.)

Example:

wake up 05.00	take a bath 05.30	have breakfast 06.00	go to school 06.30



do homework 02.00	watch TV 04.45	go to bed 08.00

I wake up at 5 o'clock. Then, I take a bath at half past five. I have breakfast at 6 o'clock. After that, I go to school at half past six. I do homework at 2 o'clock. Then, I watch TV at a quarter to five. I go to

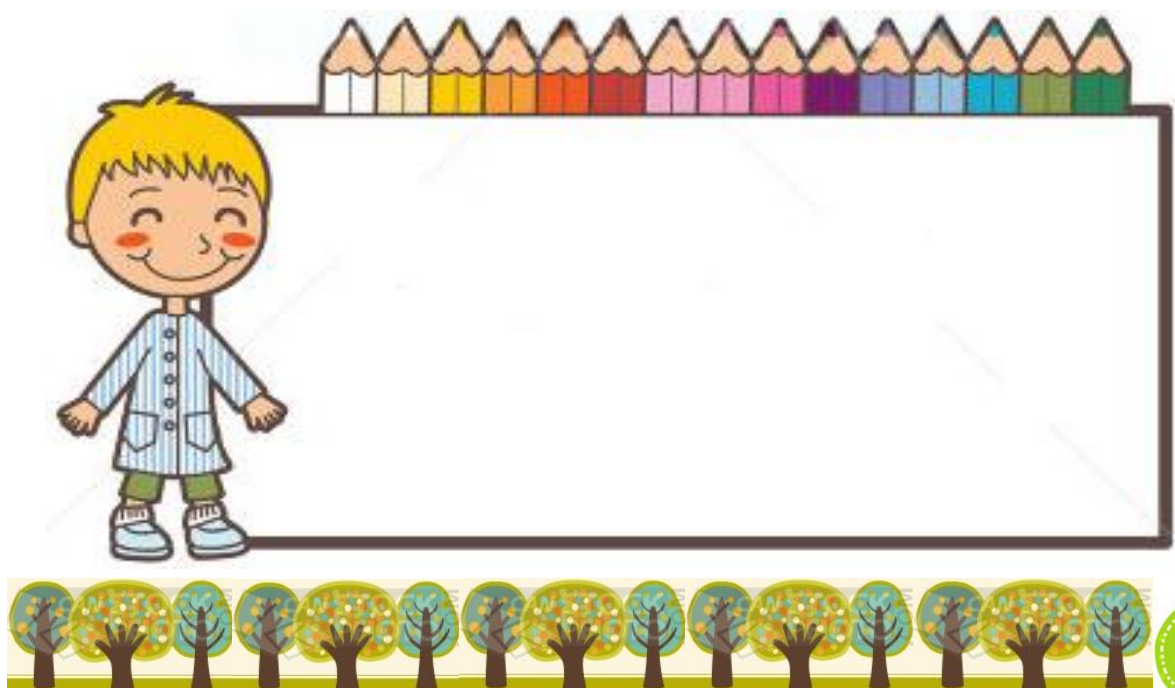


bed at 8 o'clock.

				
wake up _____	take a bath _____	have breakfast _____	go to school _____	do homework _____

		
play _____	watch TV _____	go to bed _____

Now, write your own activity. (Sekarang, tulislah kegiatanmu.)



# Unit 2

## I Want a Cake



# LISTENING

Let's Listen

## Activity 1



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

## FOOD



Rice



Noodle



Bread



Fried chicken



Burger



Pizza



Cake



Chocolate



Ice cream





## DRINK



Tea



Coffee



Milk



Juice



Soda

Dear Andre, I will cook for dinner.

What do you want to eat?

That's great, Mom.

I want to eat fried chicken.

Asking desire	Expressing desire
What do you want to eat?	I want to eat cake. She / He wants to eat rice.



## Activity 2



Let's play "Whispering" game. Listen to the rules of the game from your teacher.

Mari bermain "Whispering" game. Dengarkan aturan permainannya dari gurumu.



## Activity 3



Listen and match. Number one is done for you.

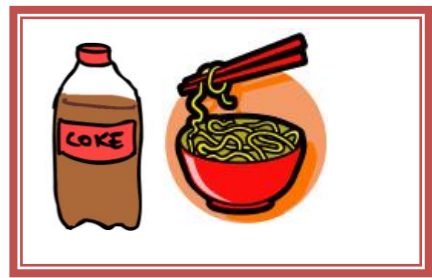
(Dengar dan jodohkan. Nomer satu sudah dikerjakan untuk kamu.)

You will hear your teacher says: Tina wants to eat bread and drink milk.

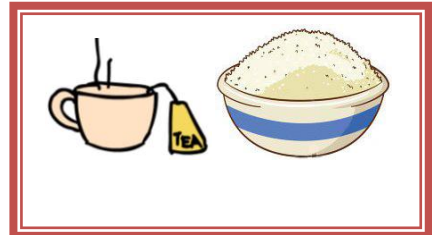




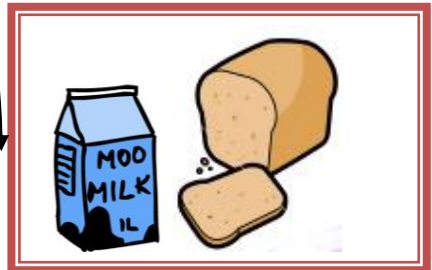
Tina



Diana



Putri



Susan



Marisa



Laila





## Activity 4



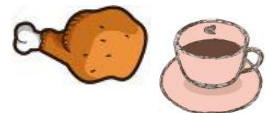
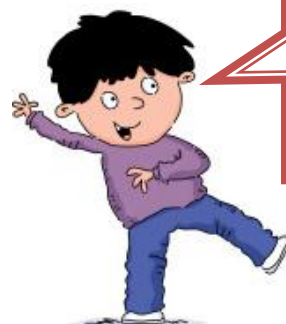
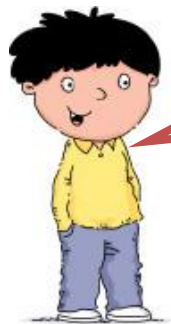
Listen to the descriptions  
and label the pictures.

Dengarkan deskripsinya dan beri label  
gambarnya.

You will hear your teacher says: Ade wants to eat burger and drink ice tea.



ADE



IQBAL

RIFKI

RIDO

AJI

BARA





# SPEAKING

## Let's Speak

### Activity 1



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

Ta, do you like  
pizza?



Yes, I like pizza.



It's yummy.  
Do you like noodle?



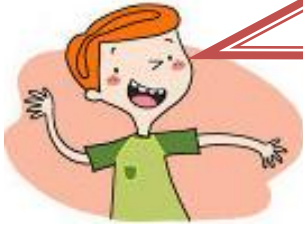
No, I don't like  
noodle.



Asking about likes	Expressing likes	Expressing dislikes
Do you like . . . . ?	I like . . . She / He likes . . .	I don't like . . . She / He doesn't like . . .



## Activity 2



Let's do survey. Fill in the chart.  
See the example.

(Ayo lakukan survey. Isilah tabelnya.  
Lihat contohnya.)

Student A: Do you like **chocolate**?

Student B: **Yes**, I do.

Student A: Do you like **noodle**?

Student B: **No**, I don't.

Student A: Do you like **bread**?

Student B: **Yes**, I do.

Student A: Do you like **ice cream**?

Student B: **Yes**, I do.

Student A: Do you like **milk**?

Student B: **No**, I don't.

food/ drink					
names					
Student B	√	X	√	√	X



### Activity 3



Let's play "Restaurant" role play. Listen to the rules of the game from your teacher.

(Mari bermain drama "*Restaurant*".  
Dengarkan aturan permainannya dari gurumu.)

How to play "Restaurant" role play  
Cara bermain drama "*Restaurant*"

1. Buatlah kelompok berisi 4 orang siswa.
2. Gurumu akan memberimu satu paket media permainan berupa papan menu dan *flashcard* gambar makanan dan minuman.
3. Permainan dimainkan seperti aktivitas di restoran, satu siswa berperan sebagai pelayan, 3 siswa yang lain berperan sebagai pemesan. Contoh:

A: (menyerahkan daftar menu) *What do you want to eat?*

B: (menerima daftar menu) *I want to eat cake.*

C: *I want to eat pizza.*

A: *What do you want to drink?*

B: *I want to drink juice.*

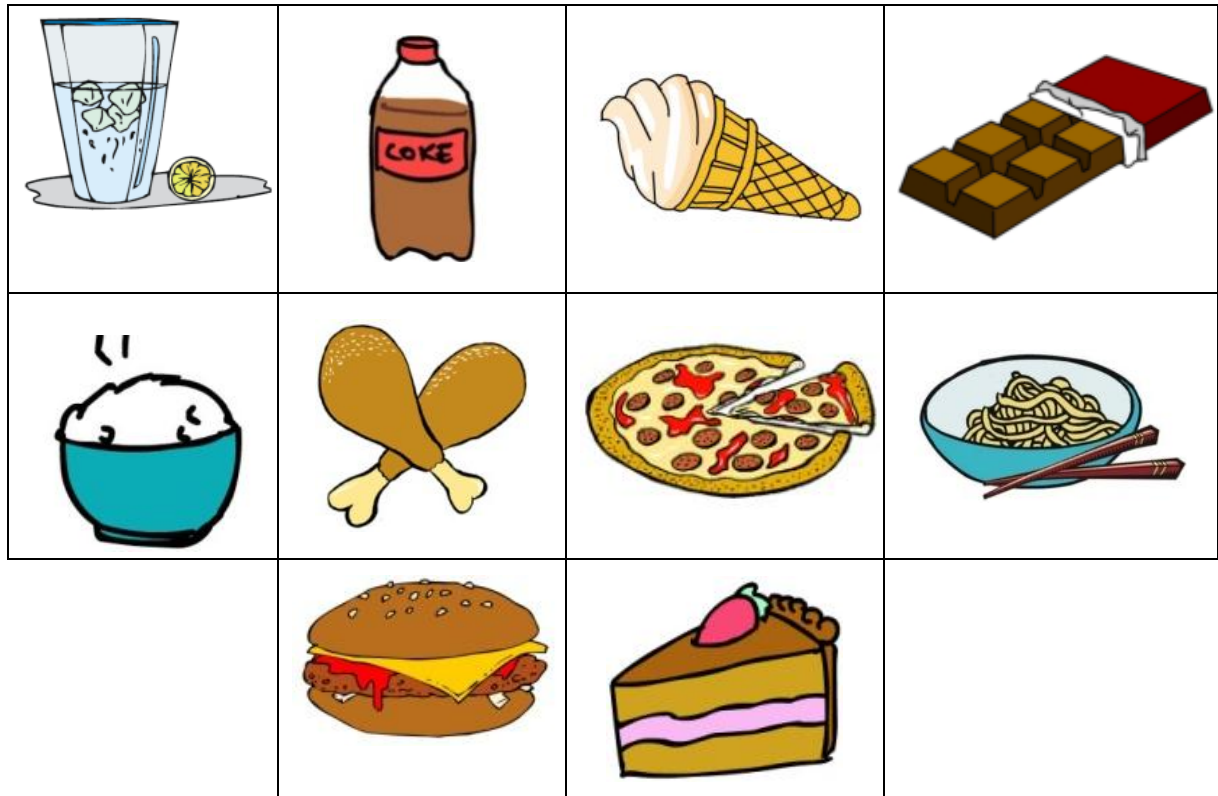
C: *I want to drink coffee.*

A: (menyerahkan *flashcard* sebagai makanan dan minuman yang dipesan)

The media of the game (Alat-alat permainan)

1. *Flashcard* makanan dan minuman





## 2. Daftar menu





#### Activity 4



Let's play "Memory" Game.  
See the example.  
Mari bermain "*Memory*" Game.  
Lihatlah contohnya.

Example:

Ami, what do  
you want to eat?



I want to eat



and .



Ami wants to eat rice  
and fried chicken.



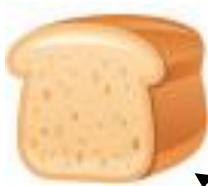
# READING

Let's Read

## Activity 1



Match the words with the pictures.  
Number one is done for you.  
(Jodohkan kata dengan gambar.  
Nomer satu sudah dikerjakan untukmu.)



bread



noodle



cake



chocolate



milk

soda

candy

rice

tea

coffee



## Activity 2



Can you find the words related to food and drink?

Number one is done for you.

(Bisakah kamu menemukan kata-kata makanan dan minuman??

Nomer satu sudah dikerjakan untukmu.)

1. BURGER

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

T	I	K	Y	H	L	I	T	T	E	R	H	U	N	G
R	Y	B	U	R	G	E	R	S	E	E	T	A	L	C
B	L	U	C	K	Z	E	I	F	J	U	I	C	E	S
D	A	R	K	I	S	T	C	O	K	E	S	A	U	S
S	K	Y	K	F	A	L	E	S	T	C	A	K	E	K
A	M	I	L	K	P	H	O	L	L	I	P	O	P	S
D	O	O	D	E	L	I	I	M	A	G	Z	O	E	C
C	H	E	N	G	K	P	I	N	I	L	Q	W	R	O
G	E	A	N	C	H	O	O	H	C	H	O	M	E	F
I	C	H	O	C	O	L	A	T	E	R	E	D	S	F
N	W	D	O	R	A	S	E	A	C	O	P	E	R	E
S	I	H	D	H	A	R	Y	K	R	U	P	E	R	E
T	L	I	L	Y	S	O	A	G	E	J	O	K	L	B
A	L	L	E	F	I	G	T	E	A	G	B	E	E	F
G	Y	D	O	M	N	I	A	K	M	E	E	L	T	E



### Activity 3



Read the descriptions and write their names  
on the pictures.

Number one is done for you.

(Baca deskripsinya dan tulis nama mereka  
pada gambar.

Nomer satu sudah dikerjakan untukmu.)



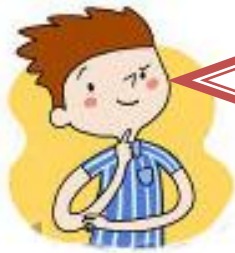
Diana

1. Diana wants to eat noodle and drink juice.
2. Desi wants to eat ice cream.
3. Atika wants to eat bread and drink milk.
4. Dewi wants to eat cake and drink tea.
5. Winda wants to eat rice and drink coffee.





## Activity 4



Look at the pictures, read the descriptions and decide TRUE or FALSE. Number one is done for you.

(Lihat gambarnya, baca dan tentukan BENAR atau SALAH. Nomer satu sudah dikerjakan untukmu.)



Mira



Rani

1. Mira likes noodle.
2. Mira likes milk.
3. Rani doesn't like coffee.
4. Rani likes cake.
5. Mira doesn't like tea.
6. Rani likes milk.

TRUE







# WRITING

Let's Write

## Activity 1



Look, arrange and write.  
Number one is done for you.  
(Lihat, susun dan tuliskan katanya.  
Nomer satu sudah dikerjakan untukmu.)



donole  
n o o d l e



acek  
\_ \_ \_ \_ \_



regbru  
\_ \_ \_ \_ \_



debar  
\_ \_ \_ \_ \_



cei macer  
\_ \_ \_ \_ \_



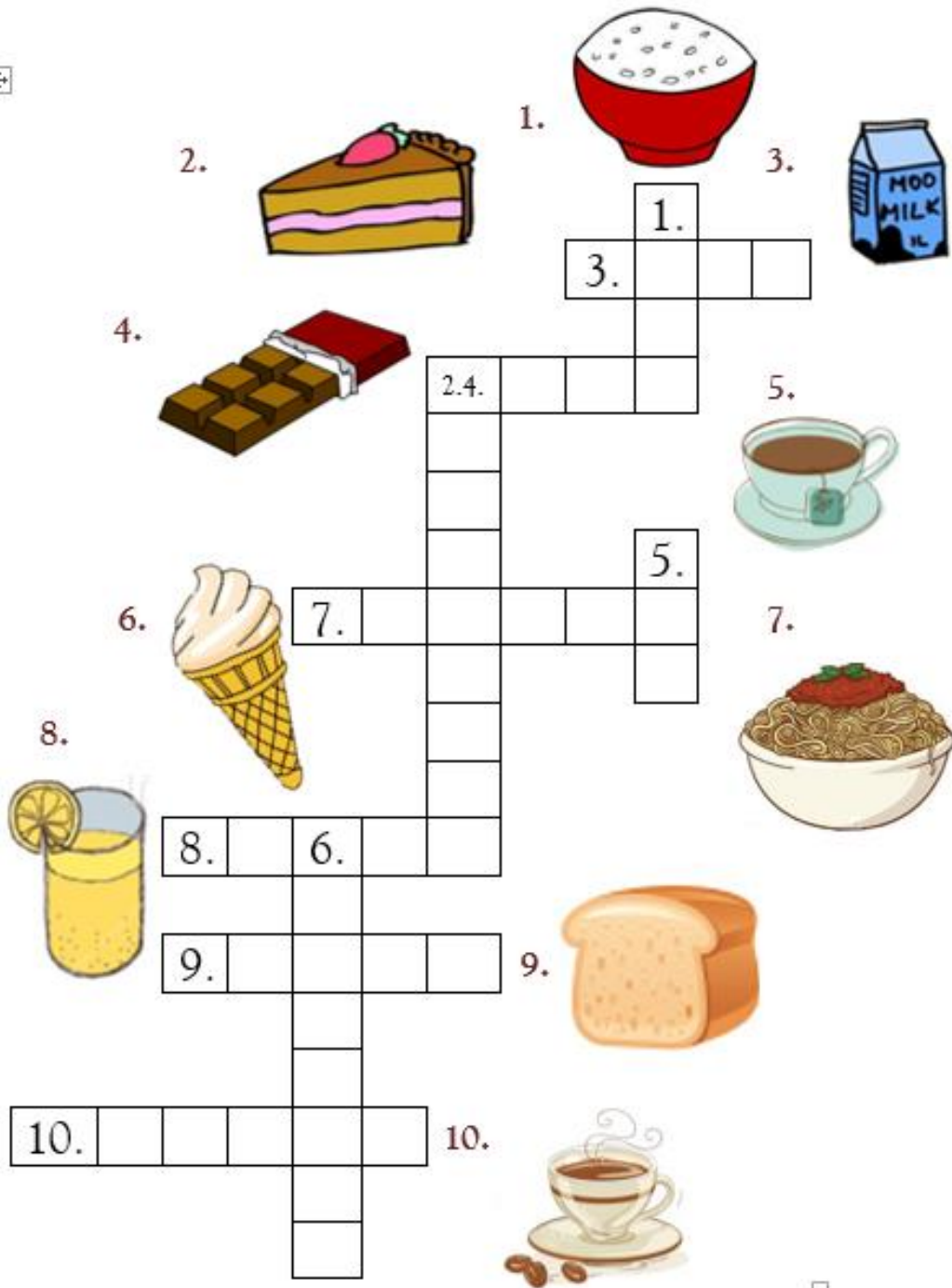
danyc  
\_ \_ \_ \_ \_



## Activity 2



Do the crossword puzzle.  
(Kerjakan teka-teki silangnya.)



### Activity 3



Arrange the jumbled words into a good sentence. See the example.

(Susunlah kata-katanya menjadi kalimat yang benar. Lihatlah contohnya.)

Example:

wants ~ noodle ~ to ~ eat ~ Rani .

Answer : Rani wants to eat noodle.

1. milk ~ to ~ drink ~ wants ~ Ardi .

Answer :

2. like ~ do ~ ice cream ~ you ?

Answer :

3. chocolate ~ I ~ like .

Answer :

4. doesn't ~ like ~ Tami ~ coffee .

Answer :

5. to ~ eat ~ wants ~ Tiara ~ cake .

Answer :





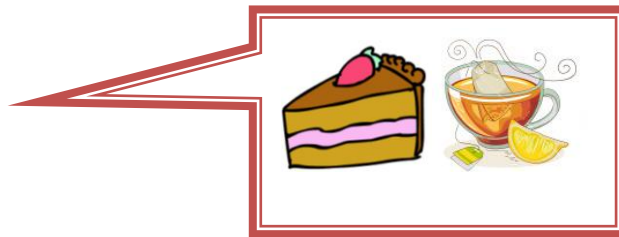
## Activity 4



Write a sentence based on the picture. See the example.  
(Lihat dan tulis kalimat berdasarkan gambar. Lihat contoh.)



Sentence: Suzy likes noodle and milk.



1. Sentence : \_\_\_\_\_



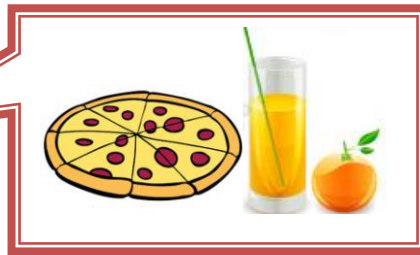
2. Sentence : \_\_\_\_\_





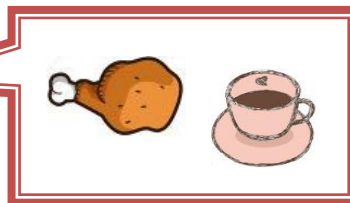
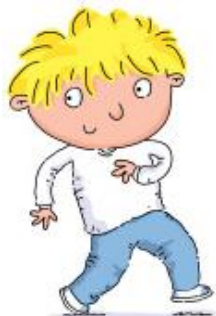
3.

Sentence : \_\_\_\_\_



4.

Sentence : \_\_\_\_\_



5.

Sentence : \_\_\_\_\_



# Unit 3

**Where is the  
bank?**



# LISTENING

Let's Listen

## Activity 1



Let's sing together.  
(Mari bernyanyi bersama.)

One little finger 3x

Tap tap tap

Point to the north point to the east

Point south and west





## Activity 2



Listen and repeat after your teacher.  
(Dengar dan ulangi ucapan gurumu.)

## PUBLIC PLACES



School



Bank



Post office



Hospital



Mosque



Drugstore



Zoo



Railway station



Market



## DIRECTIONS


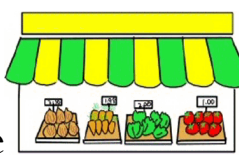


### Activity 3



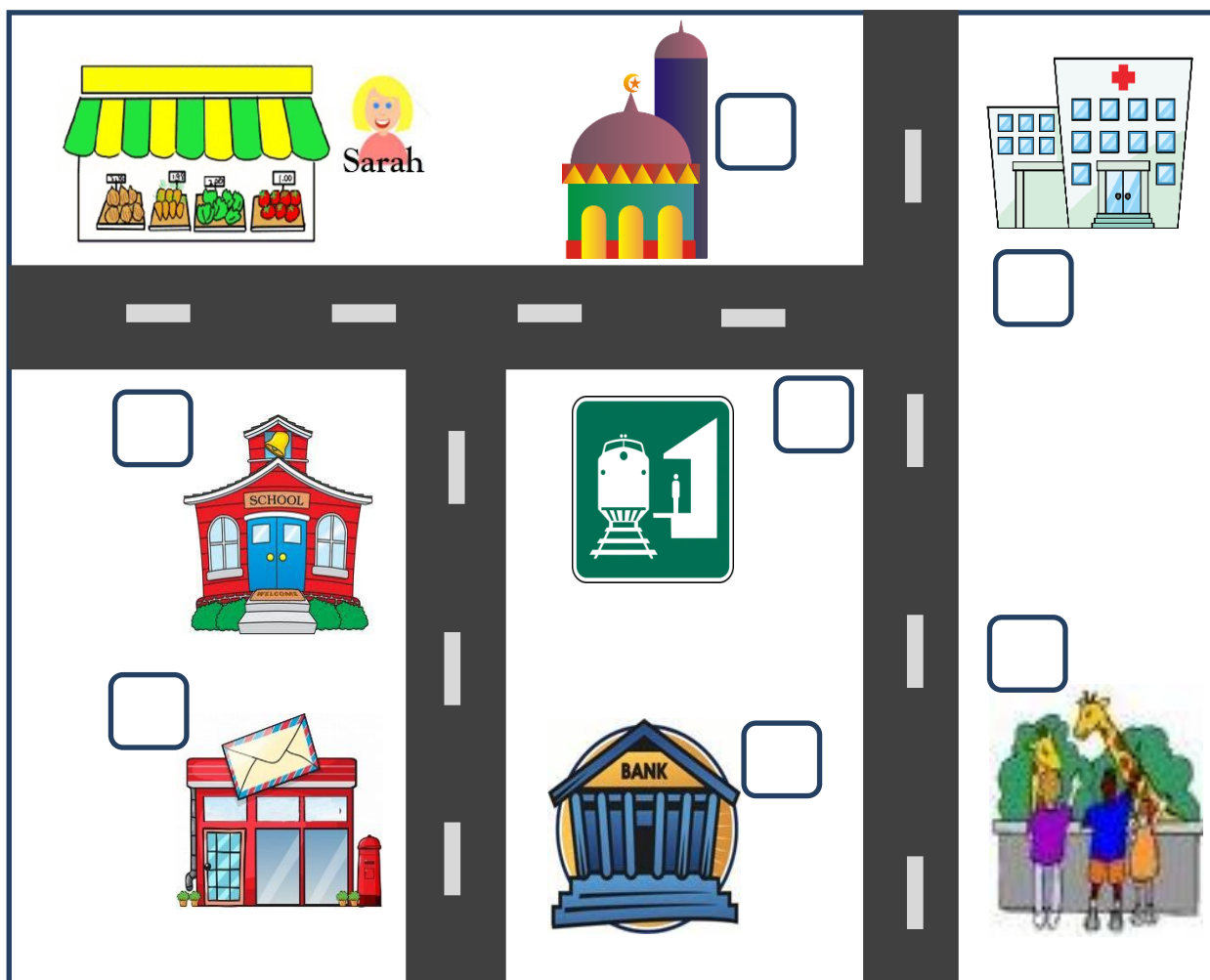
Listen and stick the stickers based on the instructions. Number one is done for you.  
(Dengar dan tempelkan stikernya berdasar instruksi. Nomer satu sudah dikerjakan untukmu.)

You will hear your teacher says: Sarah is in the market.

Stick this sticker  Sarah beside this picture  .

Stickers





#### Activity 4



Listen and guess the places based on the directions given. See the example.

(Dengar dan tebak tempat-tempatnya berdasarkan petunjuk yang diberikan. Lihat contohnya.)

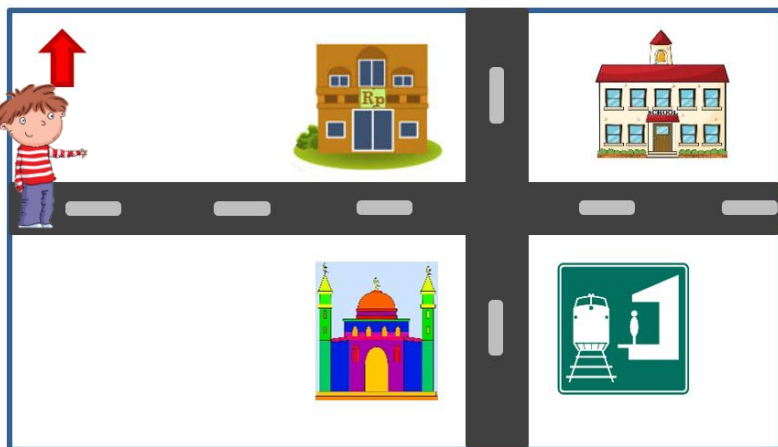
You will hear your teacher says: Go straight and turn left. What is the building on your left?

Your answer is, it is a mosque.

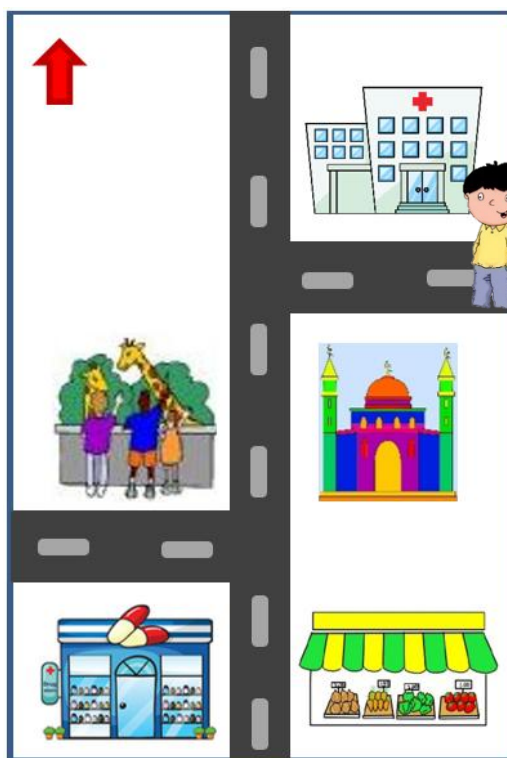




1



2



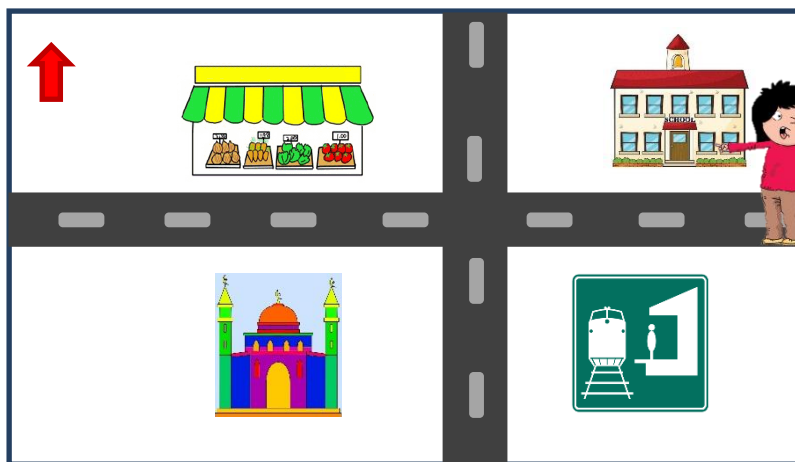
3







4



5



6



# SPEAKING

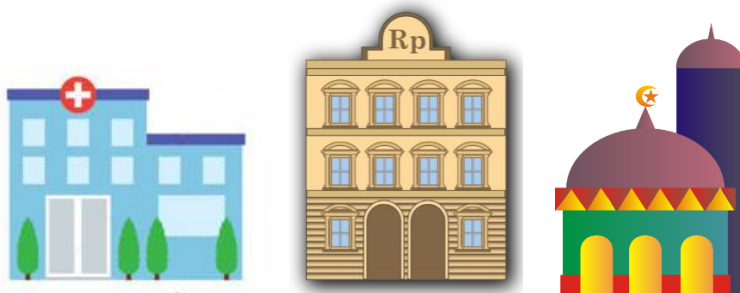
## Let's Speak

### Activity 1

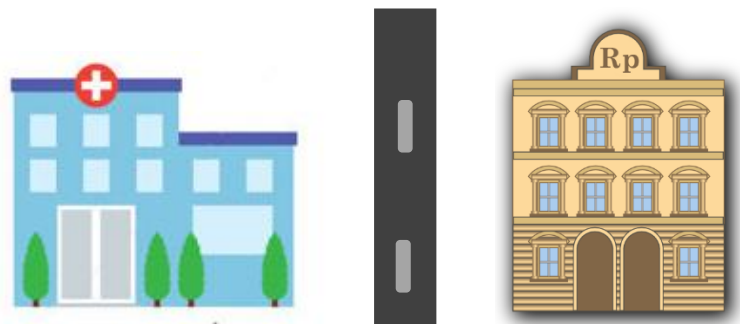


Pay attention to your teacher.  
Listen and repeat after her.  
(Perhatikan gurumu.  
Dengarkan dan ulangi setelahnya.)

## PREPOSITIONS : WHERE IS THE BANK?

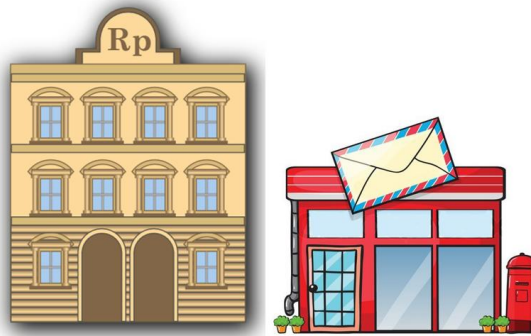


**between** the hospital and the mosque

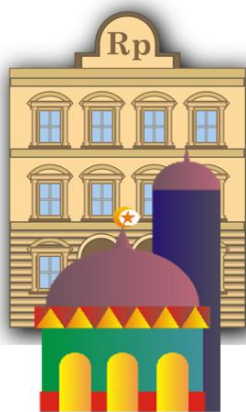


**across** the hospital

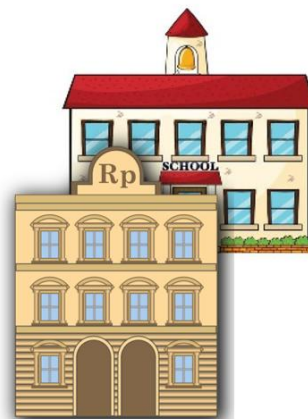




beside the post office

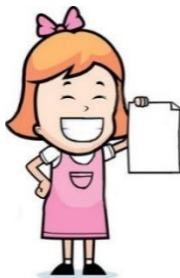


behind the mosque



in front of the school

## Activity 2



Let's play "Guessing" game.  
Guess what place is it. See the example.

(Mari bermain "*Guessing*" game.  
Tebak tempat apa ini. Lihat contohnya.)

1. Is it across the school?

3. Is it behind  
the school?

5. Is it the  
mosque?

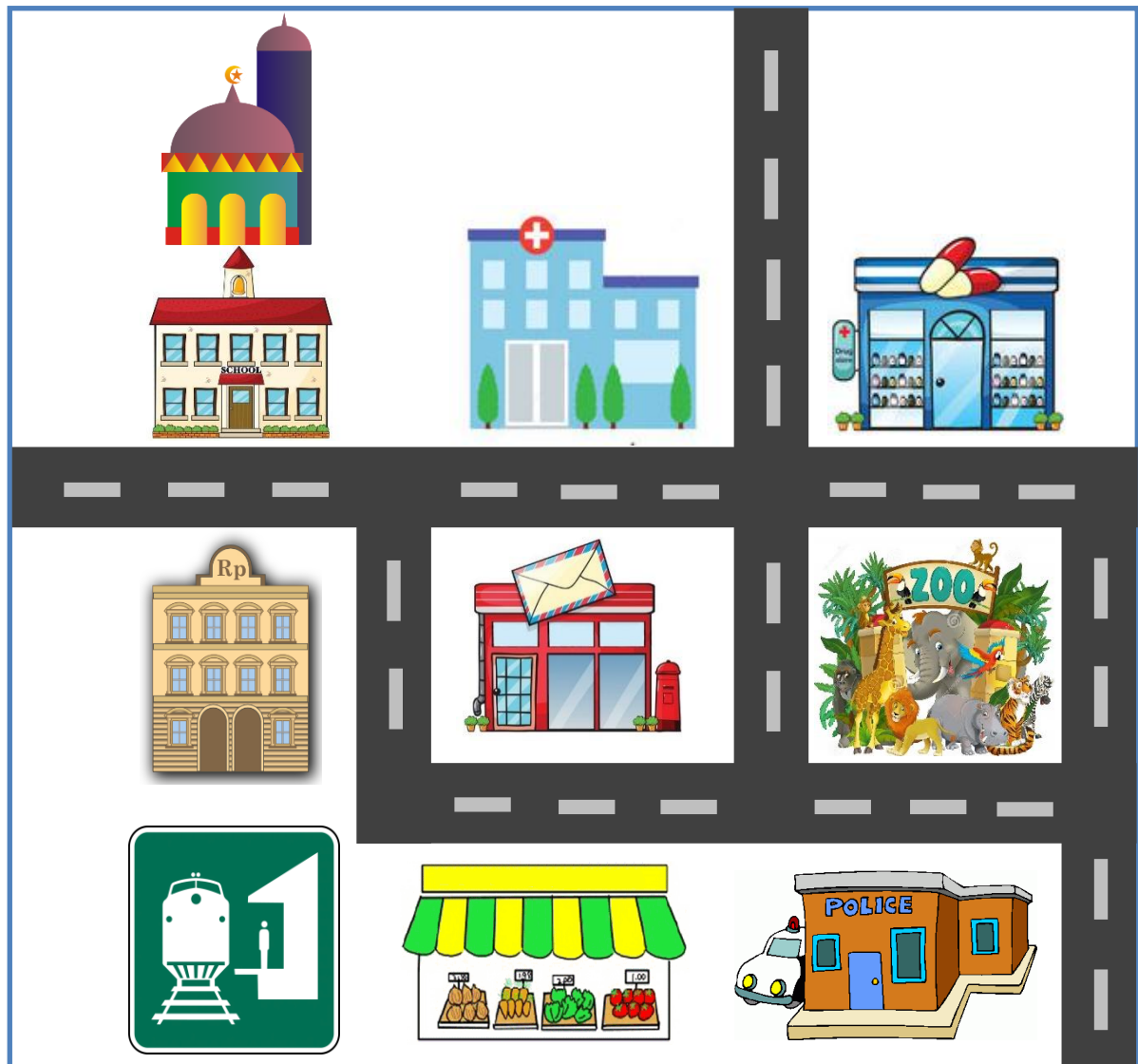
2. No.

4. Yes.

6. Yes. Right.



## A map card



### Activity 3



Complete the information gap.  
Do it in pairs.

(Lengkapi *information gap*-nya.  
Lakukan berpasangan.)

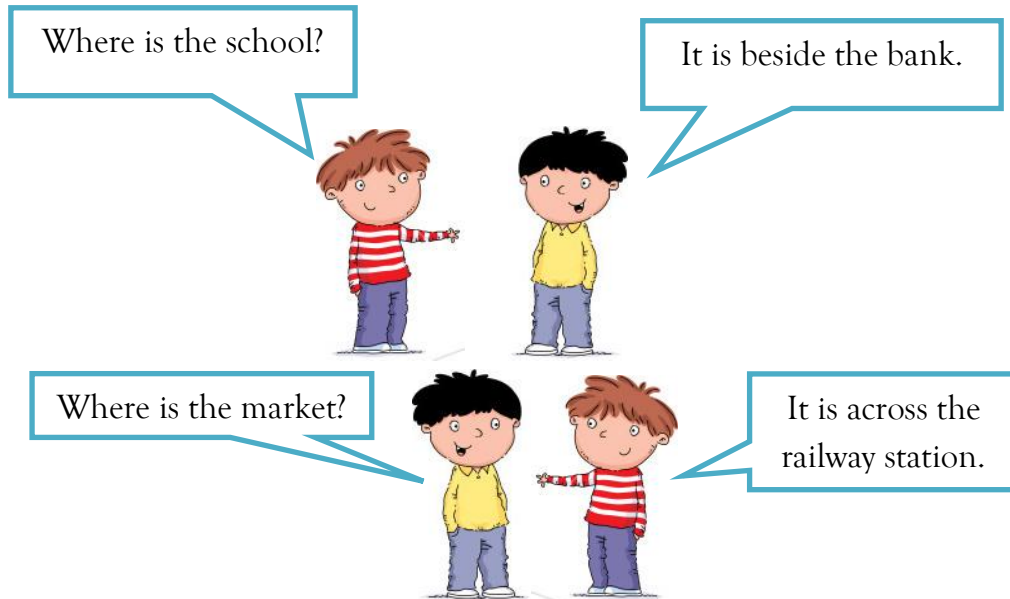




Cara melengkapi *information gap map*

1. Gurumu akan memberimu satu paket media berupa peta dan sticker *public places*.
2. Cari tahu letak *public places* yang belum ada di petamu dengan bertanya kepada temanmu. Lihat contohnya.

Example:

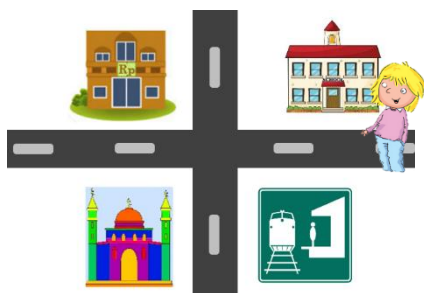


#### Activity 4



Give the directions to a certain place based on the map given. See the example.  
Berikan petunjuk menuju ke suatu tempat berdasarkan peta yang diberikan. Lihat contohnya.)

Example:



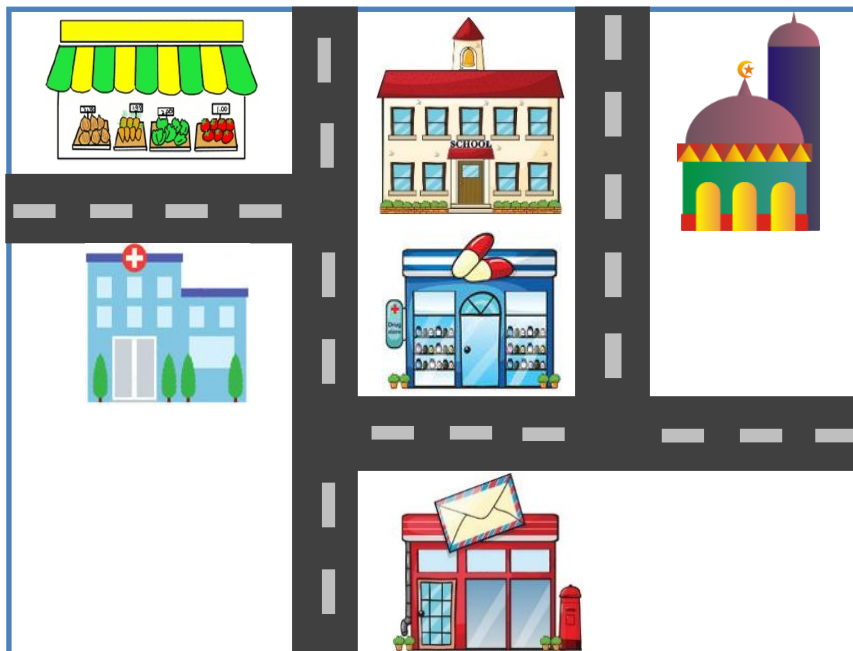
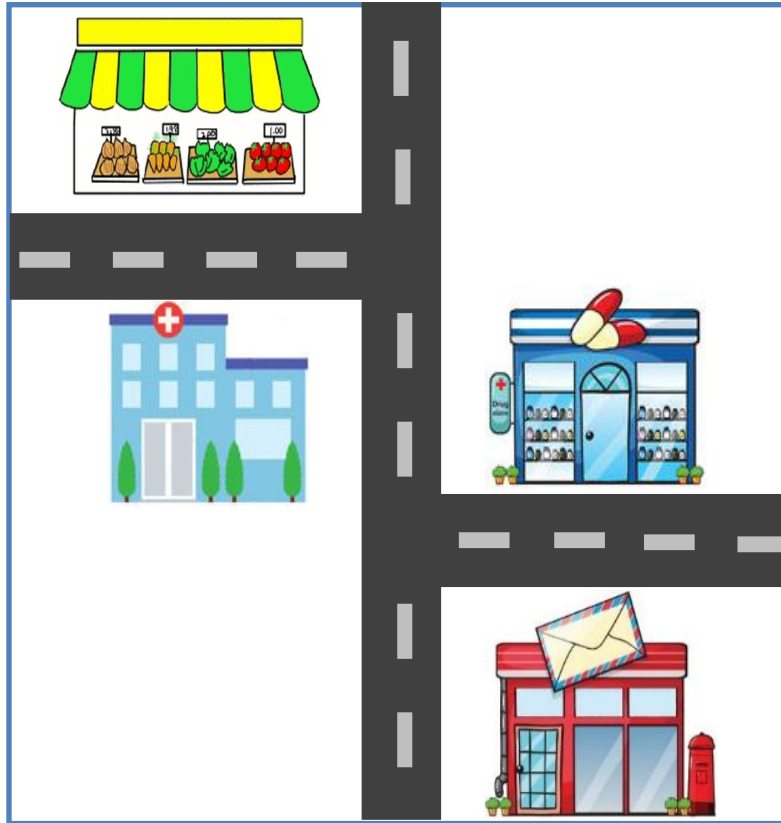
Teacher: Can you show me the direction to the bank?

Student: Go straight and turn right. The bank is on your left.





## The media



# READING

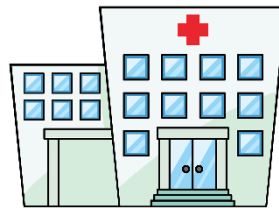
## Let's Read

### Activity 1



Match the words with the pictures.  
Number one is done for you.

(Jodohkan kata dengan gambar. Nomor satu sudah dikerjakan untukmu.)



post office

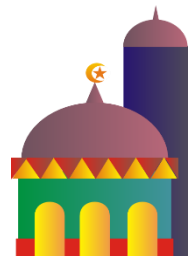
mosque

school

hospital

zoo

bank



railway station



market

drugstore



## Activity 2



Can you find the words related to public places  
and prepositions?

Number one is done for you.

(Bisakah kamu menemukan kata-kata tempat  
umum dan preposisi?)

Nomer satu sudah dikerjakan untukmu.)

B	A	N	A	C	R	O	S	S	L	A	T	H	K	I	O
M	A	N	E	O	B	R	O	S	B	A	N	K	G	R	A
I	L	L	R	C	E	C	A	B	A	N	G	K	R	U	P
N	O	M	O	O	A	I	F	O	L	B	E	H	I	N	D
H	R	O	S	N	T	N	H	A	O	E	N	D	J	O	P
O	T	S	O	E	H	T	L	R	T	S	E	R	E	N	E
S	P	Q	L	T	I	N	T	D	E	I	T	I	D	E	R
P	O	U	H	A	N	L	O	E	R	D	I	D	W	D	S
I	S	E	O	Y	B	E	T	W	E	E	N	E	O	R	C
T	T	R	L	A	T	N	W	A	M	C	C	R	M	E	H
A	A	A	L	M	E	T	E	G	O	L	B	B	A	A	O
L	R	D	D	A	R	U	G	E	N	A	N	E	R	L	O
L	G	E	R	B	A	M	A	P	D	T	O	N	K	I	L
A	R	P	I	L	N	S	D	O	A	S	I	D	E	A	S
N	A	A	P	H	A	R	M	A	C	Y	A	R	T	R	E
D	R	S	O	E	S	E	O	R	E	Z	O	O	S	N	E





### Activity 3



Let's play "Where am I" game.  
(Mari bermain permainan  
"Where am I".)

How to play the "Where am I" game  
Cara bermain permainan "Where am I".

1. Buatlah kelompok berisi 4 orang siswa.
2. Gurumu akan memberimu satu paket media permainan berupa peta berisi instruksi dan sticker.
3. Baca instruksinya dan tempelkan stickernya ditempat yang sesuai dengan instruksi.
4. Kelompok pertama yang bisa menyelesaikan permainan ini dengan benar adalah pemenangnya.

### Activity 4



Look at the map, read the descriptions and  
decide TRUE or FALSE. See the example.  
(Lihatlah petanya, baca deskripsinya lalu tulis  
BENAR atau SALAH. Lihat contohnya.)

Example:

The mosque is next to the railway station. (false)

The school is in front of the mosque. (true)





1. The mosque is behind the bank. ( )
2. The market is between the railway station and the police station. ( )
3. The post office is across the drugstore. ( )
4. The bank is in front of the post office. ( )
5. The school is beside the bank. ( )



# WRITING

## Let's Write

### Activity 1



Arrange the letters correctly.

Look at the example.

(Susunlah huruf-huruf dengan benar.  
Lihat contohnya.)

O Z O  
O M S E U Q  
K A B N  
R E M T A K  
O P H I L T A S  
G R U D R O T E S  
O S H C L O

1. ZOO

2. \_ \_ \_ \_ \_

3. \_ \_ \_ \_

4. \_ \_ \_ \_ \_

5. \_ \_ \_ \_ \_

6. \_ \_ \_ \_ \_

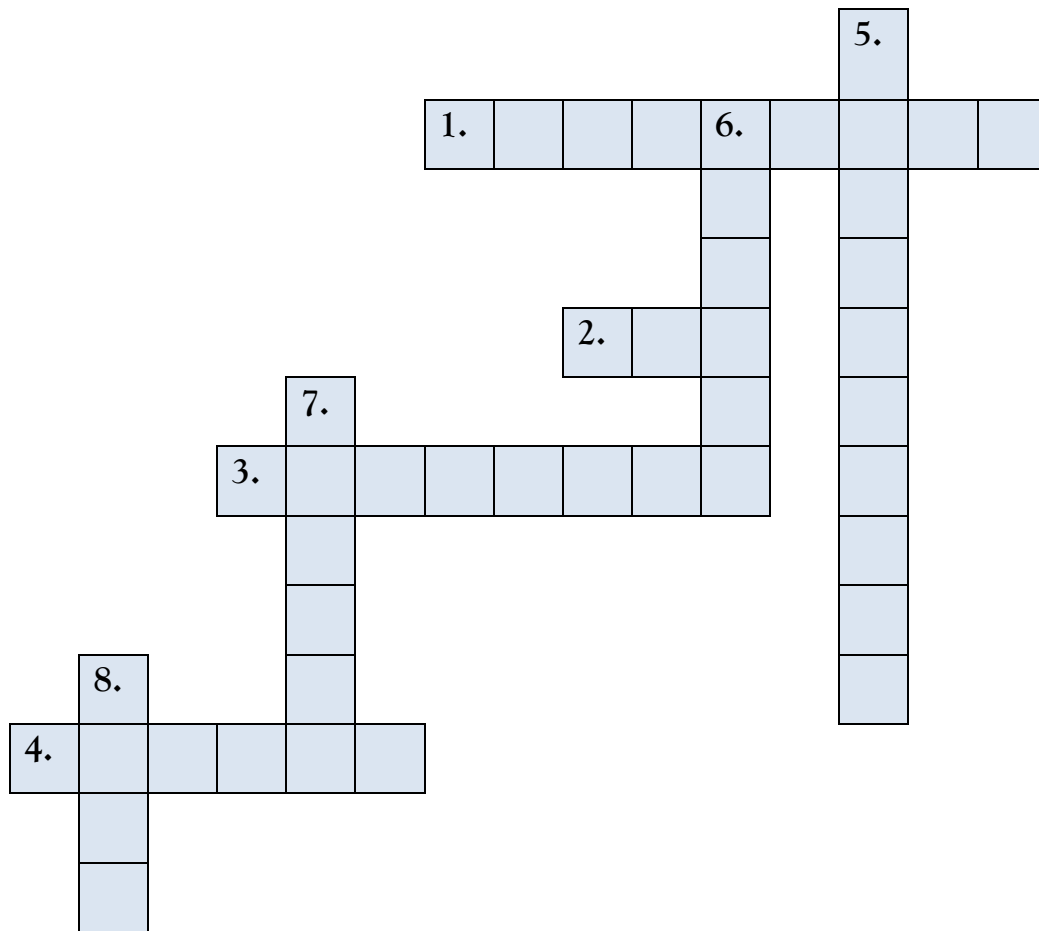
7. \_ \_ \_ \_ \_



## Activity 2



Do the crossword puzzle.  
(Kerjakan teka-teki silangnya.)



Mendatar

1.



2.



3.



4.





Menurun

5.



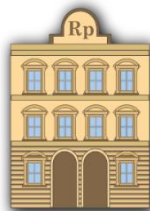
6.



7.



8.



### Activity 3



Fill in the blanks with correct prepositions.  
See the example.  
(Isilah titik-titik dengan *prepositions* yang benar. Lihat contohnya.)

Look at the map then fill in the blank on the sentences with prepositions: **behind**, **beside**, **between**, **across** or **in front of** based on the map.

Example:

The drugstore is \_ \_ \_ \_ the hospital. (across)

1. The market is \_ \_ \_ \_ \_ the police office and the railway station.
2. The railway station is \_ \_ \_ \_ \_ the bank.
3. The mosque is \_ \_ \_ \_ \_ the school.
4. The school is \_ \_ \_ \_ \_ the mosque.
5. The post office is \_ \_ \_ \_ \_ the market.





#### Activity 4



Write 5 descriptions based on the picture below.  
See the example.

(Tulislah deskripsi dari gambar di bawah ini.  
Lihat contohnya.)

Example:

The post office is across the bank.





1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_





TEACHER'S GUIDE

# FUN ENGLISH

With PiCTuReS



for GRADE V

Titis Kurnia Putri